DOCUMENT RESUME

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ABSTRACT

A project conducted at Tyler Junior College (Texas) developed a video and a handbook to train tutors and assist instructors to: employ learning strategies developed specifically for occupational students with learning disabilities and/or attention deficit disorder (ADD); build affective skills on their advisory tutors/students; and strengthen the study skills of their tutors and students. This packet includes the project report with the script for the videotape, the handbook, and seven exercises used in the tutor's workshop. The handbook consists of six sections. The first section introduces the handbook and the project and explains how to use the handbook and the video and how to build a college's tutor training program. In the second section, learning disabilities are defined and students with learning disabilities are interviewed, along with a parent of two students with learning disabilities. The third section covers specific learning disabilities, including dyslexia, dysgraphia, dyscalculia, scotopic sensitivity syndrome, and attention deficit disorder. Cognitive study skills are discussed in the fourth section. Affective skills are the subject of the fifth section; it identifies issues and problems and suggests strategies for dealing with affective issues such as feelings, self-concept, and time management. The final section, the appendix, contains informational materials for administrators, peer tutors, classroom instructors, and counselors, along with a reference list of 81 books and journal articles and 4 videos. (KC)

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TUTOR TRAINING FOR
OCCUPATIONAL STUDENTS
WITH LEARNING DISABILITIES

"PY95 Final Detailed Report on Tutor Training For Occupational Students with Learning Disabilities"

8-15-95

"Submitted to the Texas Higher Education Coordinating Board"

"Funded Through the Carl D. Perkins Technology Act of 1990"

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TIME LINE FOR GRANT

July 8, 1994	Meeting: Judy & Renee' to discuss what strategies need to be presented in the video and handbook.
July 15, 1994	Meeting: Judy, Jeanne & Renee' to narrow down strategies to be included in the video and handbook.
July 22, 1994	Meeting: Judy, Jeanne & Renee' to finalize 20 strategies for video and 40 strategies for handbook to be presented to the PAC for their choice.
August 11, 1994	PAC Meeting: The PAC will select 10 strategies to be presented in the video, and 20 strategies to be included in the handbook.
August 19, 1994	Video strategies will be ready to present to the script writer, and handbook strategies will be ready to present to handbook coordinator.
September 30, 1994	Script will be finished for video. Handbook will be in development.
October 3, 1994	Selection of video cast will begin. Vic Siller will be in charge of cast.
October 31, 1994	Video Cast will be finalized.
November 1, 1994	Video Production will begin. Begin development of evaluation tool.
December 1, 1994	PAC Meeting: The PAC will view the first take of video and critique. They will also critique the first draft of the handbook.
December 5, 1994	Changes will be implemented on video, and second draft of handbook will begin.
January 6, 1995	A second take of video will be done if necessary.
January 11, 1995	Handbook and video will be used for A.M. tutor training. Tutors will evaluate.
January 13, 1995	Handbook and video will be used for P.M. tutor training. Tutors will evaluate.

February 3, 1995	Regional meeting of area tutor coordinators and learning disability specialists to evaluate video and handbook.
February 26-March 1	Attend TASSAP. Present video and handbook for evaluation.
March 31, 1995	Del Mar College - Train their peer tutors using video and handbook. Tutors will evaluate.
April 13, 1995	McClennan Community College - Train their peer tutors using video and handbook. Tutors will evaluate.
April 21, 1995	Kilgore College - Train their peer tutors using video and handbook. Tutors will evaluate.
April 28, 1995	Amarillo College - Train their peer tutors using video and handbook. Tutors will evaluate.
May 1, 1995	Production of final cut of video will begin. Final draft of handbook will be published.
May 21-24, 1995	Present video, handbook and process to NISOD Conference in Austin.
June 23, 1995	Video and handbook will be processed for statewide dissemination mail out.
June 30, 1995	Products will be mailed statewide.

PROJECT ADVISORY COMMITTEE

August 11, 1994

AGENDA

9:00	Introductions
9:15	Overview of grant
9:30	Determine content of video
11:30	Lunch together as a group to continue discussion
12:30	Determine content of handbook
2:00	Wrap up
2:15	Complete reimbursement paperwork for travel
2:30	Adjourn

SPECIFIC ISSUES TO ADDRESS:

Which strategies will be portrayed in the video?

Which strategies will be included in the handbook?

TJC

TYLER JUNIOR COLLEGE

TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES ADVISORY COMMITTEE MINUTES
AUGUST 11, 1994

Members in attendance:

Dr. Jerry Austin, Educational Consultant, Tyler
Suzanne Brains, Ed.S., Licensed Professional Counselor, University of Texas at Tyler
Mary Lee Taylor, Coordinator of Accessibility Services, Amarillo College, Amarillo
Mike Vinson, Texas Rehabilitation Commission, Tyler

TJC Faculty/Staff attending:

Dr. Judy Barnes, Instructor, Reading
Dr. Vickie Geisel, Counselor/Director, Support Services
Renee' Hawkins, Tutor/Study Skills Manager, Support Services
Jeanne Ivy, Instructor, Psychology
Donna Kachlic, Outreach Counselor, Support Services
Adriana Stanley, Special Population Counselor, Support Services
Joyce Stewart, Staff Technician, Support Services

Texas Higher Coordinating Board Representative:

Dr. Anna Auvenshine, Associate Program Director

TJC Students attending:

Stanley Haskins - Chemistry Major
Rachel Redick - Health & Kinesiology Major
Marie Weigel - Interdisplinary Studies Major

This Advisory Committee meeting was held on the campus of TJC in the Rogers Student Center, Apache Room #4 on August 11, 1994 at 9:00 a.m., Renee' Hawkins presiding.

Richard Minter, Dean, Program Developmental & Institutional Research welcomed everyone. Dr. Anna Auvenshine said she was glad to be here and was excited about the project.

The target of this grant is to develop and implement a handbook and video based workshop to train tutors and instructors to: (1) employ learning strategies developed specifically for occupational students with learning disabilities and/or Attention Deficit Disorder (ADD); (2) build affective skills in their Advisory tutors/students; and (3) strengthen their tutors/students repertoire of study skills.

Committee members met in three groups consisting of four members each.

1	2	3
Stanley Haskins	Dr. Jerry Austin	Marie Weigel
Dr. Judy Barnes	Jeanne Ivy	Mary Lee Taylor
Suzanne Brains	Rachel Redick	Mike Vinson
Donna Kachlic	Dr. Vickie Geisel	Adriana Stanley

Each group individually selected five affective strategies and ten study skills strategies they would like to be portrayed in the video.

Each group then selected, as a group, five affective strategies and ten study skills strategies they would like to see in the video.

Discussion of the morning activities was carried on through lunch. From 11:30 a.m. to 12:30 p.m.

Each group individually selected five affective strategies (different than those for the video) and twenty study skills strategies (different than those for the video) they would like to be portrayed in the handbook.

Each group then selected, as a group, five affective strategies (different than those for the video) and twenty study skills strategies (different than those for the video) they would like to see in the handbook.

Discussion was given as to what other strategies they would like to see in the video and handbook that were not presented. Some ideas given were:

- Resources
- Technology
- Definitions
- Interview should be done with someone that has ADD so that the person playing that role in the video will get a better understanding of the part.
- More about math

Advisory Committee students will be technical advisors for the video.

Dr. Mickey Slimp will be writing the script for the video and Rick Diamond will be writing and editing the script for the handbook.

Reimbursement paperwork 'for travel and contracts were signed by members present as appropriate.

The second Advisory Committee meeting is to be held December 2, 1994 to view the first take of the video and critique it. A critique of the first draft of the handbook will also be conducted.

Meeting adjourned.

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	NAME	ADDRESS	PHONE #	TITLE/POSITION
1	Suzanne Brians	512 Oxford Dr.	5612020(H)	LPC-Couns. + Teaching senior lecturer UTT
2	MIKE VINSON	16436 ECHO GLEN	5345628	TRC COUNSELOR
3	Judy Barnes	TJC P.O. Box 9020	510-2582	TJC Instructor
4	Anna Auvenshine	THECB	512-483-6250	Grant Advisor
5	Adriana Stanley	TJC	510-2612	Special Pop. Couns.
6	Donna Kastlic	TJC	510-2667	outreach counsel
7	Mary Lee Taylor	Amarillo	806-371-5436	Disabilities Coordinator
8	Debbie Graef	TJC	510-2621	Counselor/Dir.
9	Stanley Haskins	TJC	592-8359	Student
10	JeaVnne Ivey	TJC	839-6894	TJC faculty
11	Rachel Redd	1815 McKenzie Corn.	245-5152	Student
12	Jerry Austin	22447 CR 2168 Group	842-3494	Ed. Consultant
13	Marie Z-Weig	~~[illegible]~~ 5 Van C. TX	409.5643982	Student
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Schedule for Thursday - December 1, 1994

9:00 - 9:15	Introductions Dr. Vickie Geisel
9:15 - 9:30	Overview of Timeline Dr. Judy Barnes
	Introduce Handbook Rick Diamond
9:30 - 10:15	Individual Evaluation of Handbook
10:15 - 10:30	Break
10:30 - 11:30	Group Consensus/Evaluation of Handbook
11:30 - 12:30	Lunch - Air any concerns over handbook
12:30 - 12:45	Introduce Video Dr. Mickey Slimp
12:45 - 2:00	Evaluation and Discussion of Video
2:00 - 2:15	Travel Paperwork
2:30	Adjourn

TYLER JUNIOR COLLEGE

TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES ADVISORY COMMITTEE MINUTES
DECEMBER 1, 1994

Members in attendance:

Suzanne Brains, Ed.S., Licensed Professional Counselor, University of Texas at Tyler
Cindy Phillips, Tutor Coordinator, Kilgore College, Kilgore
Rhonda Rapp, Learning Disability Specialist, St. Philip's College, San Antonio
Mary Lee Taylor, Coordinator of Accessibility Services, Amarillo College, Amarillo
Mike Vinson, Texas Rehabilitation Commission, Tyler
Dr. Beverly Young, Licensed Psychologist, Nacogdoches

TJC Faculty/Staff attending:

Dr. Judy Barnes, Instructor, Reading
Rick Diamond, Instructor, English
Dr. Vickie Geisel, Counselor/Director, Support Services
Renee' Hawkins, Tutor/Study Skills Manager, Support Services
Jeanne Ivy, Instructor, Psychology
Donna Kachlic, Outreach Counselor, Support Services
Dr. Mickey Slimp, Dean, Learning Resources
Adriana Stanley, Special Populations Counselor, Support Services
Joyce Stewart, Staff Technician, Support Services

TJC Student Tutors and/or Students with Learning Disabilities attending:

Stanley Haskins - Chemistry Major
Ronald LeBlanc - Pharmacy Major
Rachel Redick - Health & Kinesiology Major
Marie Weigel - Interdisplinary Studies Major

This Advisory Committee meeting was held on the campus of TJC in the Purchasing Building Conference Room on December 1, 1994, at 9:00 a.m. Dr. Judy Barnes and Rick Diamond presided.

P.O. BOX 9020 • TYLER, TEXAS 75711 • (903) 510-2200

Dr. Vickie Geisel, Counselor/Director, Support Services, welcomed everyone.

The target of this grant is to develop and implement a handbook and video based workshop to train tutors and instructors to: (1) employ learning strategies developed specifically for occupational students with learning disabilities and/or Attention Deficit Disorder (ADD); (2) build affective domain skills in their tutors/students; and (3) strengthen their tutors/students repertoire of study skills.

Dr. Judy Barnes gave an overview of the timeline for the grant.

Rick Diamond introduced the draft of the handbook.

Individual evaluation of the handbook: Committee members met in three groups consisting of five members each.

1	2	3
Jeanne Ivy	Suzanne Brians	Dr. Judy Barnes
[illegible]	[illegible]chlic	Dr. Vickie Geisel
Rachel Redick	Ronald LeBlanc	Stanley Haskins
Mary Lee Taylor	Cindy Phillips	Mike Vinson
Marie Weigel	Adriana Stanley	Dr. Beverly Young

Each group gave their consensus/evaluation of the draft of the handbook. Some items discussed included:

- change verbiage from community/junior college to 2 year college;
- change verbiage from teacher to instructor;
- all sections are to have individual introduction;
- Learning Styles need to be close to front of handbook;
- all forms used are to be marked "SAMPLE";
- sheet with TJC's phone numbers not be used;
- put sections on ADD, AD/HD and LD together;
- committee member bios should be in resource section at back of handbook;
- learning disabilities should be included in five LD areas before affective domain skills; and
- in section For Administrators the Legal Issues should be moved to Legal/Policy in the Introduction section.

Discussion followed as to what order the handbook would be in. Order decided: (1) Introduction; (2) What is LD?; (3) Five LD Areas; (4) Affective Domain Skills; (5) Cognitive Study Skills; and (6) Appendix. The Appendix should also include Index, References, and Resources.

Group discussion of the layout of the handbook decided: (1) color sections; (2) tabs and dividers; (3) table of contents at front and also within each section; (4) general introduction at beginning of handbook; (5) page numbering; (6) and use open-end font.

Discussion was encouraged as to what other strategies they would like to see in handbook that were not already presented:

- tutor/tutee protocol for assessment and rapport development;
- guidelines for tutor if tutee has seizure, etc.;
- tutor needs to know who to make referrals to;
- firm guidelines about who can and should test;
- strategies for stress management and time management; and
- create section on career counseling and majors.

Discussion of the morning activities was carried on through lunch, from 11:30 a.m. to 12:30 p.m.

Introduction of the Tutor Training For Occupational Students With Learning Disabilities Video was presented by Dr. Mickey Slimp.

Areas to be discussed in the Video:

- Types of Learning Disability;
- Affective Behavior and Skills;
- Learning Styles;
- Effective Study Skills;
- Building Math Confidence (Math Tutoring); and
- Problem Solving.

Committee members viewed three sections of the first draft of the video. Section one is entitled STUDENTS WITH LEARNING

DISABILITIES AN OVERVIEW. Some areas of concern expressed by committee members included the following:

- too many young students on video - need to video some older students.
- scene on student writing - what was video focusing on?
- on page 4 of the script, "As defined by Federal Law" needs to be changed.
- on page 4 of the script, "most students are discovered" needs to be changed to "most students are undiscovered".

For section two of the video entitled, TYPES OF LEARNING DISABILITIES, concerns were:

- qualifier needs to be added that the term ADD will be used instead of AD/HD;
- on page 2 of the script, "the traits of five areas of learning disabilities" should read "the traits of three areas of disabilities, Attention Deficit Disorder as well as Attention Deficit/Hyperactivity Disorder and Scotopic Sensitivity which impact the learning process".

Also, all through the video the verbiage "school counselor" should be changed to "counselor".

Reimbursement paperwork for travel and contracts were signed by members present as appropriate.

The third Advisory Committee meeting is to be held in the Spring.

Meeting adjourned.

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PROJECT ADVISORY COMMITTEE
&
TUTOR TRAINERS

March 10, 1995

AGENDA

9:00	Introductions
9:15	Overview of Handbook - Rick Diamond
10:00	Discussion of Video Scripts - Dr. Mickey Slimp
11:15	Sample Training Session - Renee' Hawkins
12:00	Wrap up & Adjourn

TJC

TYLER JUNIOR COLLEGE

TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES ADVISORY COMMITTEE MINUTES
MARCH 10, 1995

Members in attendance:

Dr. Jerry Austin, Educational Consultant, Tyler
Cindy Phillips, Tutor Coordinator, Kilgore College, Kilgore
Mary Lee Taylor, Coordinator of Accessibility Services, Amarillo College, Amarillo
Dr. Beverly Young, Licensed Psychologist, Nacogdoches

TJC Faculty/Staff attending:

Rick Diamond, Instructor, English
Dr. Vickie Geisel, Counselor/Director, Support Services
Renee' Hawkins, Tutor/Study Skills Manager, Support Services
Jeanne Ivy, Instructor, Psychology
Donna Kachlic, Outreach Counselor, Support Services
Dr. Mickey Slimp, Dean, Learning Resources
Adriana Stanley, Special Populations Counselor, Support Services
Joyce Stewart, Staff Technician, Support Services

TJC Student Tutors and/or Students with Learning Disabilities attending:

Ronald LeBlanc - Pharmacy Major
Marie Weigel - Interdisplinary Studies Major

Area Tutor Coordinators and Learning Disability Specialists in attendance:

Bill Berry, Learning Disability Specialist, Angelina College
Marguerita Eversole, Math Instructor, North East Texas Community College
Gayle Farley, Tutorial Coordinator, Angelina College

This Advisory Committee meeting was held on the campus of TJC in the Rogers Student Center, Apache One Conference Room, on March 10, 1995 at 9:00 a.m. Rick Diamond, Renee' Hawkins, and Dr. Mickey Slimp presided.

Renee' Hawkins, Project Facilitator welcomed everyone.

Rick Diamond, editor of the handbook, gave an overview of the changes made to the handbook from the suggestions of the members present at the last Advisory Meeting:

- Verbiage to read "instructor" instead of "teacher"
- Verbiage to read "2 year college" instead of "community/junior college"
- Layout of the handbook will include:
  - color sections
  - tabs and dividers
  - table of contents in front and also for each section
  - page numbering
  - introduction for each section
- Sections have been rearranged so organization of the handbook will flow more smoothly
- Sample forms can be used for any college
- Affective Skills section deals with emotions and interaction with other people
- Exercise included in Counselor's section for counselors to use
- General Index section would be the last thing done
- Instructor section added on how to deal with students with learning disability

Other added suggestions:

- verbiage should read "students with Learning Disability" not "Learning Disability Students"
- section to be added for Protocol for tutors to follow
- tutee needs a checklist of problems he/she has, such as: tutee's preference of their environment to learn and a place where they can list problems they have, etc.

Renee' Hawkins gave an update on the Texas Association of Student Special Services Programs (TASSP) conference she recently attended in Austin. She stated that the presentation of the handbook and video was well received by those in attendance at the conference. The handbook and video will be used at four test sites to train their tutors. The four test sites are: Kilgore

College, Del Mar College, McClennan Community College, and Amarillo College. An evaluation will be completed at each test site. Any comments from the test sites will be reviewed by TJC committee members to determine if suggestions are appropriate. A separate handbook will be given to each tutor to do exercises. The video and handbook will be ready for state wide dissemination in July. Texas Rehabilitation Commission in Austin has also expressed a interest in the handbook and video by requesting a presentation of the video and handbook in May.

Discussion of the seven video scripts and actual review of four sections of the video were presented by Dr. Mickey Slimp, editor of the video.

Script 1: Students With Learning Disabilities An Overview
- page 4, paragraph 1 of script, to read

> "It may need to be noted that the definition from the Federal Register does not identify causes of learning disabilities rather it states that the disorder effects psychological processes such as thinking, speaking, reading, writing, spelling or calculation. Recent and on-going research identifies underlying physiological and/or neurological causes of many learning disabilities."

Script 2: Students With Learning Disabilities: Types of Learning Disabilities
- on video, Scotopic pops up too early; needs to pop up when narrator starts actually talking about it

Script 3: Students With Learning Disabilities: Affective Behaviors and Skills
- on page 2, paragraph 3 of script, change "school" to "college"

Script 4: Students With Learning Disabilities: Learning Styles
- on page 2, paragraph 2 of script, change "and" to "and/or"
- on video graphic, change Dr. Judy Barnes title from "Counselor" to "Psychologist"
- on video graphic, Adriana Stanley and her title needs to pop up

Script 5: Students With Learning Disabilities: Effective Study Skills
- page 1, last line of script, the word "can" needs to be added to "something that can be improved with"
- page 2, paragraph 2 of script, "change schoolwork" to "classwork"
- page 14, last paragraph of script, change "counseling staff" to "tutor coordinator"

other suggestions:
- add something about notetaking
- check to see if SQ3R part is copyrighted

Script 6: Students With Learning Disabilities: Building Math Confidence
- page 2, Katie Priest interview: spelling should be Katie Preast

Script 7: Students With Learning Disabilities: Problem Solving Skills
- no changes

Some areas of concern expressed by committee members included the following:

- need to video some younger students
- need to find a Spanish speaking interviewer
- experts are all women, use some men

Renee' Hawkins gave a sample training session as to how the handbook and video would work.

Discussion of the morning activities was carried on through lunch, from 12:00 a.m. to 1:00 p.m.

The fourth Advisory Committee meeting is to be held in the Summer.

Meeting adjourned.

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PROJECT ADVISORY COMMITTEE

June 15, 1995

9:00 - 9:15	Welcome - Renee' Hawkins
9:15 - 10:15	Progress Reports
	- Rick Diamond - Handbook and Workbook
	- Dr. Mickey Slimp - Video
10:15 - 10:30	Break
10:30 - 11:00	Training Sites/Evaluations - Renee' Hawkins
11:00 - 12:00	Show Lessons 5, 6, 7 of Video - Dr. Mickey Slimp
12:00 - 1:00	Lunch - Tie up any lose ends

TJC

TYLER JUNIOR COLLEGE

TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES ADVISORY COMMITTEE MINUTES
JUNE 15, 1995

Members in attendance:

Rhonda Rapp, Learning Disability Specialist,
St. Philip's College, San Antonio

TJC Faculty/Staff attending:

Dr. Judy Barnes, Instructor, Reading
Rick Diamond, Instructor, English
Dr. Vickie Geisel, Counselor/Director, Support Services
Renee' Hawkins, Tutor/Study Skills Manager, Support Services
Jeanne Ivy, Instructor, Psychology
Donna Kachlic, Outreach Counselor, Support Services
Dr. Mickey Slimp, Dean, Learning Resources
Adriana Stanley, Special Populations Counselor, Support Services
Joyce Stewart, Staff Technician, Support Services

TJC Student Tutors and/or Students with Learning Disabilities attending:

Zibeda Weigel - Interdisplinary Studies Major

The final Advisory Committee meeting was held on the campus of TJC in the Purchasing Building Conference Room on June 15, 1995, at 9:00 a.m. Rick Diamond, Renee' Hawkins, and Dr. Mickey Slimp presided.

Renee' Hawkins, Project Facilitator welcomed everyone.

Rick Diamond, editor of the handbook, gave an update of the final preparation for the handbook before it goes to the printer:

- Editing handbook for typos, graphics, etc.
- Each section will be printed on a different pastel color.
- Cover will be quality card stock.
- Spiral bound.
- Tab will be printed at far right edge of paper.
- Handbook comprises of 115 pages.

Other added suggestions:

- Cover to have pocket on inside.

Rick will present a final draft to TJC committee members for final approval before sending to printers.

Dr. Mickey Slimp gave an update on the video and previewed two of the videos.

- Volume will be changed so it will be more even.
- Visual segment on Note-taking in the Study Skills section still needs to be added.
- A new opening will be added to the video.
- Credits will be added to final series of video.
- Video takes approximately 50-60 minutes in its entirety.

Other discussion by members:

- What is the charge for the sale of the handbook and video?
- Consider presenting project on an International level.

Renee' Hawkins gave an update on the training sites evaluation. Members received a packet with evaluations received from:

- Amarillo College, Amarillo
- Texas Association of Student Special Services Programs - (TASSSP) Austin
- Del Mar College, Corpus Christi
- Kilgore College, Kilgore
- McClennan Community College, Waco
- NISOD - Austin
- Texas Rehabilitation Commission - Central Office, Austin

She stated that the presentation of the handbook and video was well received by those in attendance at each training site. The video and handbook will be ready for state wide dissemination on June 30, 1995.

Discussion of the morning activities was carried on through lunch, from 12:00 a.m. to 1:00 p.m.

Meeting adjourned.

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Mickey Slimp/Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES
AN OVERVIEW

VIDEO	AUDIO
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop."	[Sound up to neutral Library music selection for 30 seconds.]
Fade to Black	[Music under for interviews]
Dissolve from Black to interview subject #1	[INTERVIEWS 1 & 2 - Students with Learning Disabilities. Respond to questions, "Describe is the impact of your learning disability" and "Describe your reaction when you discovered you had a learning disability."]
	[RESPONSE #1 - First student describes the nature of an invisible disability and how it can impact his or her study (20 to 40 seconds)]
Cut to Interview Subject #2	[RESPONSE #2 - Second student describes his or her reaction once the disability was identified and when he or she discovered strategies for dealing with the disability (20 to 40 seconds)]

VIDEO	**AUDIO**
Cut to Interview Subject #3	[INTERVIEW 3 - Student Tutor who has discovered the impact of learning disabilities. Respond to question, "Recall a specific instance where you discovered that one of your student peers had a learning disability. Describe your reactions and the benefits that the discovery had for your peer's study skills." (20 to 40 seconds)]
	[Music Up]
Wipe (Page-Turn Effect) to Classroom Scene	
Add super: "Overview: Students with Learning Disabilities."	
Fade super and Wipe (Page-Turn Effect to Tutoring Scene (2-Shot)	[Music Out]
	NARRATOR (VO): WELCOME -- AND CONGRATULATIONS ON BEING CHOSEN TO BE A PART OF "A TUTOR'S WORKSHOP." YOU ARE HERE TO BUILD YOUR OWN SKILLS IN HELPING OTHERS ACHIEVE ALL THAT THEY CAN THROUGH THEIR STUDIES.
Mix various shots of scene with 1-shots, smiling & making progress, close-ups of work, etc.	THE FIRST PART OF OUR WORKSHOP IS DESIGNED TO GIVE YOU AN OVERVIEW OF THE IMPACT LEARNING DISABILITIES CAN HAVE ON

VIDEO	**AUDIO**
	STUDENTS IN THE LEARNING PROCESS. YOU WILL **DISCOVER** WHAT A LEARNING DISABILITY IS - AND, YOU WILL MEET A NUMBER OF STUDENTS WHO WORK EACH DAY WITH THEIR **OWN DISABILITIES**.
Cut to shot of happy students greeting each other in hallway or on sidewalk.	THROUGHOUT THE WORKSHOP, TRY TO REMEMBER THAT NO TWO PEOPLE **STUDY** EXACTLY ALIKE. YOU HAVE YOUR OWN **UNIQUE LEARNING STYLE JUST AS OTHERS DO.**
	HOWEVER, WHEN A STUDENT OF NORMAL INTELLIGENCE - WITH NORMAL LEVELS OF MOTIVATION AND NO MAJOR VISUAL OR HEARING PROBLEMS - HAS EXTREME DIFFICULTIES ACADEMICALLY, IT IS VERY LIKELY THAT A LEARNING DISABILITY IS INVOLVED.
Quick Dissolve to Graphic giving definition of "Learning Disabilities."	**AS DEFINED BY THE FEDERAL REGISTER, A**

VIDEO	AUDIO
"a disorder of one or more of the basic psychological processes involved in understanding and use of language - spoken or written - which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations."	LEARNING DISABILITY IS A DISORDER OF ONE OR MORE OF THE BASIC PSYCHOLOGICAL PROCESSES INVOLVED IN UNDERSTANDING AND USE OF LANGUAGE - SPOKEN OR WRITTEN - WHICH MAY MANIFEST ITSELF IN AN IMPERFECT ABILITY TO LISTEN, THINK, SPEAK, READ, WRITE, SPELL OR DO MATHEMATICAL CALCULATIONS.
Dissolve to a mix of shots showing students having difficulty studying - being disturbed or distracted during a test, staring out a window instead of reading, having trouble focusing on a page, etc.	FORTUNATELY, LEARNING DISABILITIES FOR SOME STUDENTS ARE DISCOVERED BEFORE THEY REACH COLLEGE - SO THAT YOU CAN BE AWARE WHEN THE PERSON YOU'RE TUTORING IS DEALING WITH A DISABILITY. HOWEVER, IT IS NOT UNCOMMON TO FIND A COLLEGE STUDENT WITH A LEARNING DISABILITY THAT HAS NEVER BEEN IDENTIFIED. AND ALTHOUGH YOU CAN'T DIAGNOSE A DISABILITY, YOU CAN BE AWARE OF DIAGNOSTIC AND STUDY ALTERNATIVES THAT THE STUDENT CAN TRY.

VIDEO	AUDIO
Cut to Expert Interview #1.	[EXPERT INTERVIEW 1 - Learning Disabilities Specialist. Discuss briefly the impact that learning disabilities can have upon an individual and then focus upon the impact of a learning disability on the tutoring process. (45 to 90 seconds)
Bring up super with Name & Title	
Fade super out	
Cut to additional Classroom Scenes.	NARRATOR: AS A TUTOR, YOU MAY FIND THAT A SUBSTANTIAL NUMBER OF **STUDENTS HAVE TROUBLE IN THE CLASSROOM** BECAUSE OF A KNOWN - OR AN UNRECOGNIZED - LEARNING DISABILITY. "A TUTOR'S WORKSHOP" WON'T TURN YOU INTO AN EXPERT AT DIAGNOSING
Cut to Scene of Student with Peer Tutor. Mix shots of various study methods. Include flash cards, filters for reading, and taking notes with the student from the text for review.	AND OVERCOMING LEARNING DISABILITIES. IT CAN, HOWEVER, HELP YOU SEE THAT THERE MAY BE MORE TO A STUDENT'S PROBLEM THAN A NEED TO JUST STUDY HARDER OR STUDY LONGER. SIMPLY RECOGNIZING THAT A DIFFICULTY MAY ORIGINATE IN A LEARNING DISABILITY WILL GIVE YOU ENOUGH INSIGHT TO HELP STUDENTS WITH NEW STUDY STRATEGIES AND TO SUGGEST THAT THEY WORK WITH THEIR **COUNSELORS TO FURTHER IDENTIFY THEIR** LEARNING NEEDS.

VIDEO	AUDIO
Cut to Expert Interview #2. Bring up super with Name & Title	[EXPERT INTERVIEW #2 - Learning Disabilities Specialist. Describe how a superficial knowledge of the concept of "learning disabilities" can benefit a "peer tutor."
Fade super and Wipe (Page-Turn Effect) to Tutoring Scene (2-Shot)	NARRATOR: YOU NOW HAVE A DEFINITION OF LEARNING DISABILITIES AND YOU'VE FOUND OUT SOME OF THE WAYS THAT THEY CAN IMPACT STUDENTS. NOW LET'S SEE HOW YOU CAN APPLY THIS KNOWLEDGE TO YOUR OWN TUTORING EXPERIENCE. [Music Up]
Dissolve to Super: "A Tutor's Workshop Exercise 1"	
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	[Music Out]
Fade to Black.	

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: TBA

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES
TYPES OF LEARNING DISABILITIES

VIDEO	**AUDIO**
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop: Students with Learning Disabilities." Add Super: "Types of Learning Disabilities."	[Sound up to neutral Library music selection for 30 seconds.]
Fade supers and Wipe (Page-Turn Effect) to Tutoring Scene (2-Shot)	
	[Music Out]
Fade to Black	
Wipe (Page-Turn Effect) to a mix of shots of students dealing with LD situations. Show students using reading devices or tools, outlines, flash cards, etc.	NARRATOR (VO): NOW THAT YOU HAVE A FEEL FOR THE CONCEPT OF LEARNING DISABILITIES, LET'S DETAIL SOME OF THE LEARNING

VIDEO	AUDIO
	DISABILITIES THAT YOU MAY SEE AS A TUTOR. REMEMBER THROUGHOUT THAT YOU ARE NOT EXPECTED TO DIAGNOSE A STUDENT'S DISABILITY. AWARENESS OF THE DIFFICULTIES LEARNING DISABILITIES CAN CAUSE, HOWEVER, WILL ALLOW YOU TO WORK WITH STUDENTS TO MEET THEIR OWN STUDY NEEDS.
Cut to graphic/super **Areas of Learning Disabilities**	IN THIS SEGMENT, YOU'LL LEARN THE TRAITS OF **THREE AREAS OF LEARNING DISABILITIES,** INCLUDING:
Add through progressive disclosure as each category is discussed:	
1. **Dyslexia**	DYSLEXIA - WHICH INVOLVES READING AND READING COMPREHENSION PROBLEMS;
2. **Dysgraphia**	DYSGRAPHIA - INCLUDING PROBLEMS WITH SPELLING AND WRITING;
3. **Dyscalculia**	**DYSCALCULIA** - PROBLEMS WITH MATH CALCULATION AND MATH REASONING;
Fade super out	
Fade super in: **LD-Related Conditions**	AND, LEARNING DISABILITIES ARE OFTEN ACCOMPANIED BY PERCEPTUAL DIFFICULTIES INCLUDING **SCOTOPIC SENSITIVITY**
1. **Perception Problems/Scotopic Sensitivity**	

VIDEO	AUDIO
	SYNDROME AND IRLEN SYNDROME;
2. Attention Deficit Disorder (ADD or AD/HD)	OR BY **ATTENTION DEFICIT DISORDER** (OR A-D-D) ALSO RECOGNIZED AS ATTENTION DEFICIT/ HYPERACTIVITY DISORDER (OR A-D/H-D) - AN INABILITY TO FOCUS ATTENTION FOR ANY DURATION OF TIME.
Wipe (Page-Turn Effect) to Dyslexia Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds]
Dissolve to shot of student with dyslexia using tools to assist reading	DYSLEXIA - WHICH AFFECTS READING OR READING COMPREHENSION - IS THE MOST COMMONLY RECOGNIZED LEARNING DISABILITY. STUDENTS WITH DYSLEXIA ARE USUALLY INTELLIGENT BUT THEY HAVE PROBLEMS WITH THE MENTAL PROCESSING OF PRINTED MATERIAL. LETTERS IN A WORD OR ON A LINE MAY BE PERCEIVED IN REVERSE ORDER; SMALL WORDS MAY BE CONFUSED WITH ONE ANOTHER; OR BE WORDS THAT ARE RECOGNIZABLE IN A SENTENCE BUT NOT WHEN THEY STAND ALONE.

VIDEO	AUDIO
Cut to Interview #1.	[RESPONSE #1 - First student describes the reading problems he/she has faced with dyslexia and his/herself and how it has impacted his or her achievement (20 to 40 seconds)]
Dissolve to shot of student reading materials with a ruler marking their place.	STUDENTS WITH DYSLEXIA MAY REQUIRE EXTRA TIME AND PATIENCE FOR A READING ASSIGNMENT OR WHEN TAKING A WRITTEN EXAM. OTHERS MAY EVEN USE AUDIO RECORDINGS OR A READER TO HELP WITH THEIR ASSIGNMENTS.
Cut to shot of student using an audiocassette	GENERALLY, IF A STUDENT IS AWARE OF A DISABILITY, HE OR SHE CAN SHOW TUTORS WAYS OF OVERCOMING THE DIFFICULTY. IF
Cut to Student with a Counselor	THE DISABILITY IS SUSPECTED AS A RESULT OF THE TUTORING PROCESS, HOWEVER, STUDENTS SHOULD BE ABLE TO WORK WITH A COUNSELOR TO ADD NEW TECHNIQUES TO THEIR STUDY METHODS.
Wipe (Page-Turn Effect) to Dysgraphia Graphic/ Bridge	[Sound up to Music Bridge for about 5 seconds]

VIDEO	AUDIO
Dissolve to shot of student with dysgraphia using tools to assist writing	DYSGRAPHIA - CAUSING PROBLEMS WITH SPELLING AND WRITING - IS ANOTHER COMMON LEARNING DISABILITY. SOME PEOPLE WITH
Cut to another student in a class setting writing taking notes from the board.	DYSGRAPHIA WILL REVERSE THEIR LETTERS WHEN WRITING WHILE OTHERS WILL ADD OR OMIT LETTERS OR ARRANGE THE WORDS OF A
Cut to close-up of student's page with words or letters being written out of order	SENTENCE IN A JUMBLED FASHION. AS YOU CAN UNDERSTAND, STUDENTS WITH DYSGRAPHIA MAY FIND IT IMPOSSIBLE TO COPY
Cut to wide shot from behind student including the teacher writing at the board.	WRITTEN MATERIAL OR NOTES FROM A BLACKBOARD. THEIR HANDWRITING CAN ALSO BE **DIFFICULT** TO READ.
Cut to Interview #2.	[RESPONSE #2 - Second student describes what it is like to deal with dysgraphia and the effects it has upon his/her studies (20 to 40 seconds)]
Dissolve to shot of a student at a computer going through a Spellcheck routine.	STUDENTS WITH DYSGRAPHIA CAN FIND HELP THROUGH THE USE OF COMPUTER AIDS LIKE SPELLCHECK AND GRAMMAR CHECK SOFTWARE AND BY HAVING THE TEACHER'S NOTES FROM A CLASS COPIED OR OUTLINED FOR THEM.
Wipe (Page-Turn Effect) to	[Sound up to Music Bridge for about 5 seconds]

VIDEO	AUDIO
Dyscalculia Graphic/Bridge	**DYSCALCULIA** - CAUSING DIFFICULTIES WITH MATH CALCULATION AND MATH
Dissolve to shot of student having trouble with a math problem	REASONING - CAN PROVE TO BE ONE OF THE MOST DIFFICULT LEARNING DISORDERS FOR THE COLLEGE STUDENT. TRADITIONAL MATH TEACHING METHODS - AGAIN, PUTTING A
Close-up of student hesitating while working on math problem at a blackboard.	STUDENT IN FRONT OF A CLASS AT A BLACKBOARD - CAN BE DISASTROUS.
Cut to Interview #3.	[RESPONSE #3 - First student describes his/her reaction to a math class where he/she worked at a blackboard. (20 to 40 seconds)]
Cut to shot of student using a graph paper to line up the columns on a math problem.	IT MAY BE HARD FOR STUDENTS WITH **DYSCALCULIA** TO SIMPLY LINE UP THE NUMBERS FOR A PROBLEM OR THEY MAY BE
Cut to close-up of page	UNABLE TO DIFFERENTIATE BETWEEN PLUS AND MINUS SIGNS. PHYSICAL TOOLS FOR LINING UP COLUMNS, SOME USE OF
Cut to shot of student being assisted by a tutor.	CALCULATORS AND, AGAIN, SIMPLY SOUNDING OUT A MATH PROBLEM MAY HELP THE STUDENTS.

VIDEO	AUDIO
Wipe (Page-Turn Effect) to Perception Problems/Scotopic Sensitivity Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds] SEVERAL OTHER CONDITIONS CAN
Cut to page where several letters in most words are reversed.	**ACCOMPANY AND IMPACT A STUDENT'S LEARNING DISABILITY. PERCEPTUAL PROBLEMS SUCH AS SEEING LETTERS OR**
Cut to a scene of a distressed student trying to listen to an instructor.	**WORDS BACKWARDS; AN INABILITY TO SEPARATE A SPEAKER'S VOICE FROM BACKGROUND NOISES; OR PROBLEMS WITH VISUAL OR AUDITORY SEQUENCING MAY BE PRESENT AS PART OF, OR ALONG WITH, A**
Dissolve to shot of student with Scotopic Sensitivity Syndrome using tools to assist reading	**LEARNING DISABILITY. ONE OF THE MORE RECENTLY IDENTIFIED VISUAL PERCEPTION CONDITIONS IS** SCOTOPIC SENSITIVITY SYNDROME AND IRLEN SYNDROME - INCLUDING SEVERAL VARIANT VISUAL PERCEPTION
Cut to blurred, swirling letters on a page	DIFFICULTIES. **SCOTOPIC SENSITIVITY**
Cut to page where spaces flow down the page between words	MIRRORS FOR THE STUDENT MANY OF THE SAME PROBLEMS FOUND WITH DYSLEXIA. THE SYNDROME MAY FORCE STUDENTS TO SEE LETTERS THAT APPEAR TO BE IN MOTION WHEN THEY STARE AT A PAGE OR THEY MAY FOCUS

VIDEO	AUDIO
	UPON THE SPACES BETWEEN WORDS RATHER THAN THE NORMAL FLOW OF WRITTEN LINE. THE RESULTS CAN BE DISTRESSING.
Cut to Interview #4.	[RESPONSE #4 - Student describes his or her reading difficulties and how the problem was discovered and diagnosed.(20 to 40 seconds)]
Wipe to shot of student reading a page covered with a colored **transparancy**.	FORTUNATELY, SOME SOLUTIONS FOR SCOTOPIC AND IRLEN SYNDROMES HAVE BEEN DISCOVERED. THROUGH THE USE OF COLORED **TRANSPARANCIES** PLACED OVER A PAGE OR THROUGH VARIATIONS IN LIGHTING,
Cut to close-up of page with colored **transparancy**.	MANY INDIVIDUALS WITH THE DISABILITY HAVE BEEN ABLE TO READ WITH LESS DIFFICULTY.
	[Sound up to Music Bridge for about 5 seconds]
Wipe (Page-Turn Effect) to Attention Deficit Disorder Graphic/Bridge	ANOTHER CONDITION WHICH CAN AFFECT STUDENTS WITH LEARNING DISABILITIES IS AN
Dissolve to shot of student with Attention Deficit Disorder using tools to focus attention	**ATTENTION DEFICIT DISORDER (OR A-D-D) WHICH IS OFTEN MATCHED WITH THE CONDITIONS OF HYPERACTIVITY OR IMPULSIVITY AS AN ATTENTION**

VIDEO	AUDIO
Cut to Classroom Scene with student fidgeting during a lecture.	**DEFICIT/HYPERACTIVITY DISORDER (OR A-D/H-D), A-D-D INVOLVES AN INABILITY** TO FOCUS ATTENTION FOR ANY DURATION OF TIME. THOSE WITH **A-D-D** FIND THE PROCESS OF **CONCENTRATING** AN EXTREME CHALLENGE AND MAY USE A VARIETY OF TOOLS AND PROCEDURES TO GAIN CONTROL OF THE PROCESS.
Cut to Interview #5.	[RESPONSE #5 - Student describes his or her reaction once the disability was identified and when he or she discovered strategies for dealing with the disability (20 to 40 seconds)]
Cut to Scene of student in his or her room, listening to a Walkman while easily dancing, eating an apple, and reading a textbook.	SETTING STEP-BY-STEP GOALS, MODIFYING THEIR STUDY ENVIRONMENT, AND PROCEDURES TO KEEP STUDENTS WITH **A-D-D** "ON TASK AND ON TIME" **ARE THEIR BEST TOOLS FOR ACHIEVEMENT.**
Show a student in a lab, hands-on environment.	**ONCE AN ATTENTION DEFICIT DISORDER** IS IDENTIFIED, FOCUSING ON THE STUDENT'S PREFERRED LEARNING STYLES CAN ALSO GO A LONG WAY IN IMPROVING THEIR STUDIES.
Fade to Black	[Music Up and Under]

VIDEO	**AUDIO**
Wipe (page-turn effect) to a mix of shots of students with learning disabilities working with their tutors.	AN INTERESTING ASPECT OF LEARNING DISABILITIES IS THAT THEY OFTEN OCCUR IN GROUPS. A STUDENT WITH DYSGRAPHIA MAY ALSO HAVE AN ATTENTION DEFICIT DISORDER - PERHAPS EVEN AS A CONDITION OF THE INITIAL DISABILITY.
Cut to graphic/super **Areas of Learning Disabilities**	NOW, LET'S SUMMARIZE WHAT WAS LEARNED WITH THIS SEGMENT:
Add through progressive disclosure as each category is discussed:	**WE'VE LOOKED AT THREE MAJOR TYPES OF LEARNING DISABILITIES:**
1. Dyslexia	DYSLEXIA - WHICH INVOLVES READING AND READING COMPREHENSION PROBLEMS;
2. Dysgraphia	DYSGRAPHIA - INCLUDING PROBLEMS WITH SPELLING AND WRITING;
3. **Dyscalculia**	**DYSCALCULIA** - PROBLEMS WITH MATH CALCULATION AND MATH REASONING;
	WE'VE ALSO LOOKED AT OTHER ISSUES OR CONDITIONS THAT CAN IMPACT A LEARNING DISABILITY, INCLUDING:

VIDEO	AUDIO
1. Perception Problems/ Scotopic Sensitivity	**PERCEPTION PROBLEMS - PROBLEMS SEQUENCING OR SEPARATING WORDS OR SOUNDS - INCLUDING THE RECENTLY IDENTIFIED SCOTOPIC SENSITIVITY SYNDROME AND IRLEN SYNDROME; AND**
2. Attention Deficit Disorder (ADD or AD/HD)	**ATTENTION DEFICIT DISORDER (A-D-D OR A-D/H-D)** - AN INABILITY TO FOCUS ATTENTION FOR ANY DURATION OF TIME.
Cut to a shot of a student with his or her tutor	AGAIN, REMEMBER - YOU'RE NOT IN THE BUSINESS OF DIAGNOSIS. YOU'RE RESPONSIBILITY IS SIMPLY TO HELP YOUR STUDENTS LEARN IN THE MOST EFFECTIVE WAYS THEY CAN. NOW LET'S CONTINUE "A TUTOR'S WORKSHOP" WITH YOUR NEXT EXERCISE.
Dissolve to Super:	
"A Tutor's Workshop Exercise 2"	
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES AFFECTIVE BEHAVIORS & SKILLS

VIDEO	**AUDIO**
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop: Students with Learning Disabilities."	[Sound up to neutral Library music selection for 30 seconds.]
Add 2nd super: "Affective Behaviors and Skills"	[Music Out]
Wipe (Page-Turn Effect to Scene of an individual walking, looking at his watch, catching a bus. street, (2-Shot)	NARRATOR (VO): HOW MUCH DO YOU CONTROL YOUR OWN LIFE - AND YOUR OWN WELL BEING. THESE ARE QUESTIONS THAT WE ALL ASK OF OURSELVES FROM TIME TO TIME AS WELL WE SHOULD. FOR STUDENTS WITH LEARNING DISABILITIES, HOWEVER, THESE QUESTIONS CAN BECOME HABITUAL. AND, WHEN

VIDEO	AUDIO
	INDIVIDUALS DECIDE THAT THEY HAVE LITTLE OR NO CONTROL OVER THEIR OWN **LIVES** - OR, DECIDE THAT THEY SHOULD HAVE COMPLETE CONTROL OVER THEIR **FUTURES** - LEARNING DISORDERS ARE HARD TO OVERCOME.
Cut to another student at a workdesk covered with a variety of texts, homework papers, etc., while drinking a coke, eating a sandwich and watching a sitcom or soap opera on tv.	OTHER STUDENTS SET THEMSELVES UP FOR FAILURE BY TRYING TO ACCOMPLISH TOO MANY THINGS AT ONCE - OR, BY PROCRASTINATING WITH THEIR ASSIGNMENTS UNTIL THERE IS JUST TOO MUCH TO BE DONE WITH A DEADLINE AT HAND.
Quick Dissolve to Graphic W/title "Affective Behaviors."	THE MOODS OR EMOTIONS OF STUDENTS WITH LEARNING DISABILITIES WILL DIRECTLY INFLUENCE HOW THEY PERFORM IN SCHOOL. BUT BEFORE WE GO FURTHER, LET'S LOOK AT A DEFINITION FOR THE FOCUS OF THIS SEGMENT: "AFFECTIVE BEHAVIORS".
Color highlight "Affect" in the title "Affective" Remove highlight	THE TERM, "AFFECT," REFERS TO A PERSON'S MOOD OR EMOTION. AN AFFECTIVE BEHAVIOR

VIDEO	**AUDIO**
Add definition to Graphic: "An action that indicates an attitude or feelings towards a person, place, or object."	IS AN ACTION THAT INDICATES AN INDIVIDUAL'S ATTITUDE, MOOD, OR FEELINGS TOWARDS A PERSON, PLACE, OR OBJECT - INCLUDING HIM OR HERSELF.
Remove Definition; prepare for a progressive disclosure sequence: Add "Locus of Control" Add "The Shoulds" Add "Time Management"	UPON COMPLETING THIS SEGMENT, YOU'LL HAVE A PICTURE OF THREE AFFECTIVE CONCERNS THAT CAN IMPACT YOUR TUTORING PROCESS: LOCUS OF CONTROL; THE "SHOULDS"; AND TIME MANAGEMENT.
Wipe (Page-Turn Effect to Scene of a self-confident student speaking in front of a class w/super, "Locus of Control."	FIRST, LET'S LOOK AT THE ISSUE OF "LOCUS OF CONTROL." THE LOCUS (OR LOCATION) OF CONTROL A PERSON HAS FOR HER OR HIS BEHAVIOR MAY BE INTERNAL OR EXTERNAL.
Cut to two shot of happy students in a tutoring environment. Add "Internal Locus of Control" Super	INDIVIDUALS WITH AN INTERNAL LOCUS OF CONTROL BELIEVE THAT THEY CAN CONTROL MOST OF WHAT HAPPENS TO THEM AND HOW THEY ARE AFFECTED BY IT.
Cut to one shot of an obviously frustrated student with "head in hand" trying to complete a test. Add	THOSE WITH AN EXTERNAL LOCUS OF CONTROL BELIEVE THAT THEY ARE RULED BY WHAT HAPPENS AROUND THEM AND THAT THE WAY THINGS TURN OUT

VIDEO	AUDIO
super, "External Locus of Control"	IS MORE A MATTER OF LUCK OR FORTUNE THAN OF WORK AND PLANNING.
Remove Super	WHEN A STUDENT'S LOCUS OF CONTROL IS EXTERNAL, IT CAN HINDER LEARNING
Cut to medium-long shot of student from the test leaving the building, still frustrated.	THROUGHOUT A LIFETIME. BY HELPING YOUR STUDENTS INTERNALIZE THEIR LOCUS OF CONTROL, YOU CAN GO A LONG WAY TOWARDS IMPROVING THEIR STUDY HABITS.
Cut to Interview #1.	[INTERVIEW 1 - Student who has overcome an external Locus of Control. Discuss the impact of taking responsibility for your own actions and plotting your own destiny.(20 to 40 seconds)]
	NARRATOR: EXPERIENCE HAS SHOWN THAT
Cut to a shot a successful businesswoman in a group setting.	HIGHER ACADEMIC ACHIEVEMENT AND A PERSON'S SUCCESS IN LIFE IS DIRECTLY RELATED WITH HAVING AN INTERNAL LOCUS OF CONTROL. FROM CHILDHOOD, THOSE WHO
Soccer Team Member completing a Bad Shot	LEARN TO BLAME OTHERS FOR THEIR OWN SHORTCOMINGS OFTEN FAIL WHEN IT COMES TO TAKING RESPONSIBILITY FOR THEIR ACHIEVEMENT.

VIDEO	AUDIO
Cut to tutor and student discussing a paper.	AS A TUTOR, SIMPLY HELPING OTHERS RECOGNIZE THE NEED TO INTERNALIZE THEIR LOCUS OF CONTROL CAN LEAD TO GREATER ACHIEVEMENT.
Wipe (Page-Turn Effect) to Tutoring Scene (2-Shot) Cut to shot of mildly overweight student working out too hard.	STUDENTS CAN ALSO DEMAND SO MUCH SELF-CONTROL IN THEIR LIFE THAT THEIR STUDY EXPECTATIONS MAY NEVER BE MET. FILLED WITH WHAT WE CALL THE "SHOULDS" - "I SHOULD NEVER MAKE MISTAKES," "I SHOULD NEVER BE AFRAID," "I SHOULD BE THINNER" - EXTERNAL CONCERNS CAN FRUSTRATE AND CAUSE STUDENTS TO GIVE UP ON THE LEARNING PROCESS.
Show student stepping on scales to check weight while shaking her head in frustration.	"THE SHOULDS" CAN DIRECTLY ATTACK A STUDENT'S SELF-ESTEEM AND HINDER ANY REAL ADVANCEMENT TOWARDS ACADEMIC IMPROVEMENT. AND, WHEN YOU HAVE A STUDENT WHO YOU SUSPECT IS BATTLING "THE SHOULDS," ADDITIONAL ACTION MAY BE NEEDED. . .

VIDEO	**AUDIO**
	[INTERVIEW 2 - Expert or Peer tutor. Discuss methods for helping a student overcome "the shoulds." Discuss the impact upon study habits. Include the possibility of referral to a counselor (20 to 40 seconds)]
Cut to Interview #2.	[INTERVIEW 3 - Student with Time Management pressures. Discuss hurried nature of activities and the stress and difficulties caused by the process.
Wipe (Page-Turn Effect to a close-up of a student's hand tapping her fingers on a steering wheel. Cut to a shot from inside the car of the student's face while she looks for a parking place during early morning school rush. Fade up super: "Time Management." Dissolve super. Cut to shot of an open parking spot as the student pulls in.	
Cut to a wide shot of a student work area with a timeclock in the foreground and a door in the background. The door opens as the student rushes in and grabs a time card.	
Cut to a close-up of the timeclock at 10:05 as the student punches in.	THE DEMANDS OF TIME MANAGEMENT CREATE STRESS FOR ALL STUDENTS AND, PARTICULARLY, FOR THOSE WITH LEARNING
Cut to two shot of tutor and student planning a schedule.	DISABILITIES. ONE OF A TUTOR'S MOST PRODUCTIVE TASKS MAY BE HELPING STUDENTS LEARN HOW TO PLAN THEIR DAILY

VIDEO	AUDIO
	SCHEDULES. WITH A REGULAR STUDY SCHEDULE, STUDENTS WITH LEARNING
Cut to Close-up of the Study schedule as they work on it. Have the last item they enter be a fun, recreational activity (swimming; hobby activity; singing; etc.)	DISABILITIES CAN SCHEDULE THEIR HARDEST SUBJECTS FOR THEIR MOST ALERT TIMES OF THE DAY, KEEP THEMSELVES FROM AVOIDING THEIR LEAST FAVORITE SUBJECTS, AND PREVENT THE PILING UP OF TOO MUCH WORK AT ONCE. AND, REMEMBER - A DAILY ROUTINE
Cut to scene of student in the recreational as scheduled	NEEDS TO INCLUDE TIME FOR REST AND FUN ALONG WITH THE WORK AND STUDIES.
	YOU NOW HAVE SOME IDEA OF HOW AFFECTIVE BEHAVIORS CAN IMPACT A STUDENT WITH
Wipe (page-turn effect) to a mix of shots of students with learning disabilities in positive situations.	LEARNING DISABILITIES. AND YOU'VE SEEN THREE AFFECTIVE SKILLS THAT CAN HELP STUDENTS CHANGE THEIR AFFECTIVE BEHAVIOR: GAINING AN INTERNAL LOCUS OF
Quick Dissolve to Graphic "Affective Behaviors" with listing: "Locus of Control" "The Shoulds" "Time Management"	CONTROL; GETTING RID OF "THE SHOULDS;" AND LEARNING WAYS TO BETTER MANAGE THEIR STUDY TIME. NOW, LET'S PUT YOUR NEW KNOWLEDGE TO WORK AS WE CONTINUE
Dissolve to Super:	"A TUTOR'S WORKSHOP."

VIDEO	AUDIO
"A Tutor's Workshop Exercise 3"	[Music Up]
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	[Music Out]

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES
LEARNING STYLES

VIDEO	**AUDIO**
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop: Students with Learning Disabilities." Add Super: "Learning Styles."	[Sound up to neutral Library music selection for 30 seconds.]
	[Music Out]
Fade supers and Wipe (Page-Turn Effect) to Student engaged in "hands-on learning.	NARRATOR (VO): JUST HOW DO **YOU** LEARN? LEARNING STYLES - THE WAY WE LEARN AS
Cut to a student designing a graphic on a computer screen.	OPPOSED TO WHAT WE LEARN - ARE UNIQUE FOR EACH ONE OF US. SOME MAY RELY UPON
Cut to close-up of same student's hand operating a mouse	VISION AS THEIR MAIN SOURCE OF KNOWLEDGE. A "HANDS-ON" EXPERIENCE MAY
Cut to a student listening to a teacher or a recorder and taking notes.	BE REQUIRED FOR OTHERS TO LEARN. AND STILL, OTHERS WILL RELY UPON SOUNDS,

VIDEO	AUDIO
Cut to a child with a teacher making an ink handprint on a note. Close-up of handprint on the note	SMELL, AND EVEN TASTE WITHIN THEIR LEARNING REPERTOIRE. YET, MOST OF US USE A VARIETY OF THE SENSES TO LEARN - MIXED UNIQUELY FROM CHILDHOOD IN OUR OWN WAY - JUST LIKE THE PATTERNS ON OUR FINGERS AND HANDS.
Cut to scene of lecturing teacher in front of classroom Cut to attentive student Cut to distracted student	WELCOME BACK TO ANOTHER SEGMENT OF **THE TUTORS' WORKSHOP**. IN THE NEXT FEW MINUTES, YOU ARE GOING TO SEE HOW THE MATCHING AND MISMATCHING OF A STUDENT'S LEARNING STYLE TO THE TEACHING CONDITIONS CAN HELP AND HINDER LEARNING.
Cut to graphic/super **Common Learning Styles** Add through progressive disclosure as each category is discussed: **1. Visual** **2. Auditory** **3. Kinesthetic**	YOU WILL LEARN HOW TO RECOGNIZE THREE OF THE MORE COMMON LEARNING STYLES - VISUAL, AUDITORY, AND KINESTHETIC - AND HOW TO USE THIS KNOWLEDGE AS A TUTOR OF STUDENTS WITH LEARNING DISABILITIES.
Wipe (Page-Turn Effect) to Student #1.	[STUDENT #1 RESPONSE - First student states his/her preference for visual learning. Likes to have a map to

VIDEO	AUDIO
Fade super in: **[name]** **Visual Learner**	find directions. Can learn more from a film that a lecture. Becomes distracted or tired when listening to instructions. (40 to 90 seconds)]
Fade super out	
Cover as needed with illustrative scenes	
Cut after voice begins to Expert. Fade super in: **[name]** **[title]**	[EXPERT RESPONSE #1: Describe the major aspects of the visual learner. What characteristics do you recognize and how do these impact learning. Finally, what should the tutor be aware of and try to do in assisting the visual learner. (40 to 80 seconds)]
Fade super out. Continue with illustrative scenes	
Cut to Student #2. Fade super in: **[name]** **Auditory Learner**	[STUDENT #2 RESPONSE - Student describes his/her preference for auditory learning. Likes to hear lectures, listen to radio drama and to follow with notes. Often closes eyes during a film and has trouble with visual distractions. (30 to 60 seconds)]
Fade super out	
Cut after voice begins to Expert. Fade super in: **[name]** **[title]**	[EXPERT RESPONSE #2: Describe the major aspects of the auditory learner. What characteristics do you recognize and how do these impact learning. Finally, what should the tutor be aware of and try to do in assisting the auditory learner. (40 to 80 seconds)]
Fade super out. Continue with illustrative scenes	

VIDEO	**AUDIO**
Cut to Student #3. Fade super in: **[name]** **Kinesthetic Learner**	[STUDENT #3 RESPONSE - Student describes his/her preference for kinesthetic learning. Likes to just jump in and try things and then figure out the details. Likes to work with their hands. Has little patience with lectures or long lists of instructions. (20 to 40 seconds)]
Fade super out. Continue with illustrative scenes	
Cut to Expert for 10 to 15 seconds. Continue with illustrative scenes.	[EXPERT RESPONSE #3: Describe the major aspects of the kinesthetic learner. What characteristics do you recognize and how do these impact learning. Finally, what should the tutor be aware of and try to do in assisting the kinesthetic learner.
Cut to Expert with super for final 10 seconds.	
Wipe (page-turn effect) to a student working and talking with his/her tutor	AS A TUTOR, YOU WILL FIND THAT YOUR STUDENTS HAVE SOME TRAITS OF EACH OF THE MAJOR LEARNING STYLES. HOWEVER, MOST PEOPLE WILL HAVE A PREFERRED STYLE. AND FOR STUDENTS HAVING A LEARNING DISABILITY, FINDING THAT STYLE WILL BE A KEY TO THEIR SUCCESS.
Cut to close-up of student	
Cut to paper that student is writing on	
Cut to two-shot with focus on tutor talking to student	EARLY IN THE TUTORING PROCESS, ASK YOUR STUDENTS IF THEY ARE AWARE OF WHAT LEARNING STYLES ARE. IF NOT, FEEL FREE TO

VIDEO	**AUDIO**
	DISCUSS WHAT YOU NOW KNOW ABOUT
Cut to close-up of student talking and smiling	LEARNING STYLES. AND IF SO, YOU CAN EXPLORE WITH THEM WHAT THEIR PREFERENCES FOR LEARNING ARE. YOU MIGHT
Dissolve to close-up of a hand marking preferences on a Learning-Styles Inventory test.	BE SURPRISED AT HOW MANY STUDENTS ARE AWARE OF THEIR LEARNING STYLES - AND FOR THOSE WHO AREN'T - HOW MANY ARE WILLING
Cut to shot of same student taking the test in a counselor's office.	TO GO THROUGH A SIMPLE TEST WITH A COUNSELOR TO DISCOVER THEIR'S.
Dissolve to student and tutor reviewing a printout from the Learning-Styles Inventory test.	ONCE YOU KNOW YOUR STUDENT'S LEARNING STYLE, YOU CAN WORK TOGETHER TO BUILD STUDY STRATEGIES BASED UPON HIS OR HER PREFERENCES FOR LEARNING.
Wipe (page-turn effect) to graphic	NOW, LET'S REVIEW WHAT WE'VE DONE IN THIS SESSION:
Dissolve in super: **Common Learning Styles**	
Add through progressive disclosure as each category is discussed:	WE'VE IDENTIFIED HOW LEARNING STYLES AFFECT OUR OWN STUDY HABITS AND THOSE OF OUR STUDENTS. THREE MAJOR LEARNING

VIDEO	AUDIO
	PREFERENCES DISCUSSED INCLUDED:
1. **Visual**	VISUAL LEARNING,
2. **Auditory**	AUDITORY LEARNING, AND
3. **Kinesthetic**	KINESTHETIC OR HANDS-ON LEARNING
Dissolve to scene of student and tutor reviewing the printout from the Learning-Styles Inventory test.	AND WE'VE ALSO DISCUSSED HOW YOU CAN BUILD A STUDENT'S STUDY PROGRAM AROUND HIS OR HER PREFERRED LEARNING STYLES.
Dissolve to Super: "A Tutor's Workshop Exercise 4"	NOW LET'S TAKE THIS OPPORTUNITY TO LEARN MORE ABOUT YOUR OWN LEARNING STYLE AS YOU CONTINUE "A TUTOR'S WORKSHOP" WITH YOUR NEXT EXERCISE.
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES EFFECTIVE STUDY SKILLS

VIDEO	AUDIO
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop: Students with Learning Disabilities." Add Super: "Effective Study Skills."	[Sound up to neutral Library music selection for 30 seconds.]
Fade supers and Wipe (Page-Turn Effect) to Tutoring Scene (2-Shot)	
	[Music Out]
Wipe (Page-Turn Effect) to a mix of shots of individual students studying alone and in pairs. Have students using the techniques that will be discussed during the program: flashcards, SQ3R, etc.	NARRATOR (VO): STUDY SKILLS - YOU'VE HEARD THE TERM BUT HAVE YOU EVER THOUGHT ABOUT ITS MEANING. A SKILL IS SOMETHING YOU LEARN HOW TO DO. IT'S ALSO SOMETHING THAT BE IMPROVED WITH

VIDEO	AUDIO
	PRACTICE AND THE ADDITION OF NEW TECHNIQUES. STUDY SKILLS, LIKEWISE, RARELY OCCUR NATURALLY. THE BEST STUDENTS LEARN HOW TO STUDY - AND THEY USE A NUMBER OF STUDY SKILLS TO IMPROVE THEIR LEARNING AND RETENTION.
Cut to a series of individual students obviously frustrated by their studies	WHEN THOSE WITH LEARNING DISABILITIES HAVE TROUBLE IN THEIR SCHOOLWORK, A LACK OF STUDY SKILL OPTIONS MAY BE THE REASON. CONTINUING AND REPEATING NORMAL STUDY ROUTINES WILL PROBABLY DO LITTLE TO IMPROVE THEIR ACHIEVEMENT. NEW TECHNIQUES ARE NEEDED TO GET PAST THE ROADBLOCKS THEIR CURRENT METHODS HAVE LED THEM TO.
Cut to shot of student with tutor	AND, WHILE THE STUDY TECHNIQUES WE'RE GOING TO HIGHLIGHT WILL HELP MANY STUDENTS, NONE OF THEM WILL HELP
Close up of tutor giving guidance	EVERYONE. A TUTOR'S ROLE IS TO HELP

VIDEO	**AUDIO**
	STUDENTS EXPLORE ALTERNATIVES UNTIL THEY FIND THE ONES THAT HELP.
Cut to graphic/super **New Study Skills** Add through progressive disclosure as each category is discussed:	IN THIS SEGMENT, YOU'LL BE INTRODUCED TO **FOUR AREAS OF NEW STUDY SKILLS,** INCLUDING:
1. **Efficient Textbook Reading**	TEXTBOOK READING SKILLS;
2. SQ3R	GENERAL READING METHODS, HIGHLIGHTING ONE CALLED SQ3R;
3. **Flashcards**	THE USE OF FLASHCARDS; AND
4. **Test Strategies**	TEST TAKING STRATEGIES
	[Sound up to Music Bridge for about 5 seconds]
Wipe (Page-Turn Effect) to Efficient Textbook Reading/ Bridge	
Dissolve to over-the shoulder shot of student reading a textbook	TEXTBOOKS OFFER A CORE OF INFORMATION VITAL FOR MOST COURSES. COMPREHENDING A TEXTBOOK IS A KEY TO CLASSROOM SUCCESS. YET, FEW STUDENTS EVER RECEIVE INSTRUCTIONS ON HOW A TEXT CAN BE USED TO THEIR ADVANTAGE.
Dissolve to graphic with Progressive disclosure: **Efficient Textbook Reading**	EFFICIENT TEXTBOOK READING REQUIRES:

VIDEO	AUDIO
1. Previewing	PREVIEWING A CHAPTER;
2. Active Reading	READING ACTIVELY; AND
3. Reviewing	REVIEWING THE INFORMATION AFTER THE READING. LET'S LOOK AT EACH OF THE REQUIREMENTS.
Cut to a profile shot of a student previewing a text. Add super at top of screen: **Previewing a Chapter** Remove super Cut to close up of text as the reader points to and reads the title, a heading, and a picture heading	THE FIRST THING TO DO WHEN STARTING A CHAPTER IS TO GIVE IT A BRIEF OVERVIEW TO SEE WHAT IT'S ABOUT. READ THE CHAPTER TITLE, LOOK AT SECTION HEADINGS, AND READ THE PICTURE HEADINGS. BASICALLY, TRY TO GET A FEEL FOR WHAT THE CHAPTER IS GOING TO SAY AND HOW IT'S ORGANIZED.
Cut to shot of same student from the front. Cut back to text close-up as student uses finger to highlight words in italics, and margin notes.	NEXT, SKIM THROUGH THE CHAPTER FOR AN INITIAL QUICK READING. CHECK FOR WORDS IN ITALICS, MARGIN NOTES, AND READ CAREFULLY THE CHAPTER INTRODUCTION AND SUMMARY.
Cut back to shot of student from the front. Student	THEN DEVELOP AND WRITE DOWN SOME

VIDEO	**AUDIO**
should set the text aside and start writing out questions.	QUESTIONS ON THE CHAPTER. THE QUESTIONS WILL DIFFER EACH SECTION READ. WHEN DONE, HOWEVER, A STUDENT SHOULD BASICALLY ASK WHAT THE CHAPTER IS ABOUT, HOW IT'S ORGANIZED, HOW DIFFICULT IT IS, AND HOW LONG IT WILL TAKE TO READ.
Cut to a student reading a text while making an outline. Add super at top of screen: **Active Reading** Remove super	ACTIVE READING REQUIRES A STUDENT TO ORGANIZE AND PARAPHRASE A CHAPTER'S MAIN IDEAS AND IMPORTANT DETAILS WHILE READING.
Cut to an over-the-shoulder shot of the student highlighting a topic phrase. Student should write a short applicable note in the textbook's margin.	AFTER DIVIDING THE CHAPTER INTO SMALL, EASY-TO-DEAL-WITH SEGMENTS, STUDENTS CAN HIGHLIGHT THE TOPIC PHRASES OF EACH SECTION AND ITS INDIVIDUAL PARAGRAPHS.
Cut back to shot of student creating an outline.	WITH THE TOPIC PHRASES AND NOTES THAT THEY HAVE TAKEN, STUDENTS CAN CREATE A WRITTEN CHAPTER OUTLINE, COMPLETE WITH ALL MAIN TOPICS AND SUPPORTING MAIN IDEAS.
Cut to a shot of a student reviewing text material with a tutor. Add super at top of	

VIDEO	AUDIO
screen: **Reviewing after Reading** Remove super	ONCE ACTIVE READING HAS OCCURRED, THE STUDENT WITH LEARNING DISABILITIES SHOULD TRY TO EXPLAIN IN HIS OR HER OWN WORDS WHAT THE CHAPTER COVERS. BOTH ORALLY AND IN WRITING, THE STUDENT CAN WORK WITH A TUTOR TO SUMMARIZE WHAT THE CHAPTER SAYS AND TO ANSWER QUESTIONS FROM THE PREREADING PHASE AND FROM THE TUTOR.
Cut to one shot of smiling student talking with tutor.	
Wipe (Page-Turn Effect) to SQ3R/Bridge	[Sound up to Music Bridge for about 5 seconds]
Dissolve to student reading a magazine or journal article	
Dissolve to graphic with progressive disclosure **S -** **Q -** **R -** **R -** **R -** Add the final three R's at the same time	ANOTHER ACTIVE READING METHOD USEFUL FOR TEXTBOOKS AND OTHER READING ASSIGNMENTS HAS BEEN NAMED S-Q-3-R.
Now, use progressive disclosure to complete the graphic. Add:	SQ3R IS AN ACRONYM THAT REFERS TO:
S - Survey	SURVEY,

VIDEO	**AUDIO**
Q - Question	QUESTION,
R - Read	READ,
R - Recite	RECITE, AND
R - Review	REVIEW.
as each item is discussed	SQ3R IS A TECHNIQUE THAT OFFERS A SIMPLE STRATEGY FOR READING THE SECTIONS OF AN ARTICLE OR A CHAPTER THAT CAN THEN BE REPEATED THROUGHOUT THE ITEM.
Cut to a shot of another student reading an article. Add super at top of screen: **Survey** Remove super Cut to close up of article as the student points to and reads a heading. Cut to student in thoughtful pose.	IN SURVEYING AN ARTICLE, THE STUDENT READS THE TITLE, INTRODUCTORY PARAGRAPH, THE SECTION AND SUBSECTION TITLES IN BOLD PRINT, THE SUMMARY PARAGRAPH, AND ANY QUESTIONS AT THE END WHILE CONSTANTLY RELATING THE INFORMATION TO WHAT HE OR SHE KNOWS AND HAS STUDIED IN THE PAST ABOUT THE TOPIC.
Over-the-shoulder [p.500] shot zooms into heading: **The Spanish Speaking Southwest.** Add super at the top of the screen: **Question**	TAKING THE FIRST SECTIONAL HEADING IN BOLD PRINT, THE STUDENT SHOULD TURN THE HEADING INTO A QUESTION. FOR EXAMPLE,

VIDEO	AUDIO
Fade super out. Move the camera to the next heading [p.501] and follow it with his finger. Zoom out as student writes the question out on a notepad.	FOR THE HEADING, **THE SPANISH SPEAKING SOUTHWEST**, A QUESTION MIGHT BE, "WHAT AREAS ARE INCLUDED IN THE SOUTHWEST." OR FOR **THE BONANZA WEST**, A QUESTION COULD ARISE OVER THE MEANING OF "BONANZA" WITHIN THIS CONTEXT OR EVEN WHY THE SAME TERM WAS USED FOR A POPULAR WESTERN TELEVISION PROGRAM. THE STUDENT SHOULD ALSO BE SURE TO WRITE THE QUESTIONS OUT.
Next, the student should pick the item back up and read intensely. Add super at top of screen: **Read** Remove super	AFTER FORMING THE QUESTION, THE STUDENT CAN READ THE SECTION IN DETAIL TO CONSTRUCT HIS OR HER ANSWER.
Cut to shot of tutor and zoom out to include student reciting the question and answer segment. Add super at top of screen: **Recite** Remove super	ONCE THE ANSWER IS FORMED, BOTH THE QUESTION AND THE ANSWER SHOULD BE RECITED BY THE STUDENT TO HIM OR HERSELF OR TO THE TUTOR. AFTER THE FIRST SECTION IS DONE, THE QUESTION, READ, AND RECITE ACTIONS SHOULD BE REPEATED WITH EACH OF

VIDEO	**AUDIO**
	THE REMAINING SECTIONS UNTIL THE ARTICLE OR CHAPTER IS COMPLETED.
Cut to same student in different setting reviewing article and notes. Add super at top of screen: **Review** Remove super	FINALLY, THE STUDENT CAN START AGAIN WITH THE FIRST OF THE CHAPTER, REVIEW THE SECTIONAL HEADINGS, AND RECALL THE QUESTIONS AND ANSWERS DEVELOPED FOR EACH.
Wipe (Page-Turn Effect) to **Flashcards** Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds]
Dissolve to closeup of a flashcard being held by a tutor. Change to the next flashcard. Zoom out to a wide-shot showing a student describe the information from the card to the tutor. Have the tutor display the next card	FLASHCARDS - THAT IS, NOTES WRITTEN ON INDEX CARDS - CAN BE A VERY USEFUL TOOL FOR STUDENTS WITH LEARNING DISABILITIES. FLASHCARDS CAN BE USED TO REVIEW TEXTBOOK OR CLASS NOTES, DEFINITIONS, HISTORICAL DATES, EQUATIONS AND FORMULAS, THEORIES, AND MORE.
Cut to a close-up of a blank flashcard as a student writes a descriptive title on one side.	TO MAKE A FLASHCARD, WRITE A SHORT, DESCRIPTIVE PHRASE ON THE BLANK SIDE OF

VIDEO	AUDIO
Hold close-up as the card is flipped over and details are written on the back of the card.	AN INDEX CARD. THEN WRITE THE DETAILED NOTES OR MAJOR POINTS RELATED TO THE PHRASE ON THE OTHER SIDE.
Cut to a shot of two students helping each other with flashcards.	STUDENTS CAN WORK ALONE OR WITH A TUTOR TO STUDY THE FLASHCARDS' INFORMATION. LOOKING AT THE SIDE WITH THE SHORT PHRASE, A STUDENT CAN THINK
Cut to a student working alone on an outdoor bench with flashcards.	THROUGH OR DESCRIBE OUT LOUD THE MAJOR POINTS OR INFORMATION ON THE OTHER SIDE. THE CARDS ARE CONVENIENT BECAUSE THEY CAN BE STUDIED AT ANY TIME AND IN PLACES WHERE A TEXT OR NOTEBOOK WOULD BE IN THE WAY.
Wipe (Page-Turn Effect) to **Test Taking Strategy** Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds]
Apprehensive student taking an exam.	FOR STUDENTS WITH A LEARNING DISABILITY, TEST TIME CAN BE A NIGHTMARE. BUT IT SHOULDN'T BE. AS A TUTOR, THE MORE YOU HELP STUDENTS EASE THEIR TEST ANXIETY,

VIDEO	**AUDIO**
Cut to positive student taking an exam	THE GREATER THEIR SUCCESS WILL BE. PREPARING STUDENTS, BOTH PHYSICALLY AND MENTALLY, FOR AN EXAM IS VITAL.
Cut to student working with tutor	IT IS CRITICAL TO CONFRONT THE CHALLENGE BY HELPING THE STUDENT MASTER A TEST TAKING STRATEGY.
Cut to over-the-shoulder shot showing the two working on a time schedule	FIRST, WORK WITH THE STUDENT ON HER OR HIS TIME MANAGEMENT REQUIREMENTS TO INSURE THAT THE NIGHT BEFORE A TEST ALLOWS FOR A RELAXED REVIEW OF NOTES, OUTLINES, STUDY SHEETS, AND TEXTBOOKS.
If possible, place scene of student going to sleep here. If not, continue with working on time schedule.	THE STUDENT SHOULD ALSO WORK THE SCHEDULE SO TO BE ABLE TO EAT WELL AND GET A GOOD NIGHT'S SLEEP.
Cut to tutor studying for an exam	OVER THE YEARS, YOU HAVE PROBABLY DEVELOPED A NUMBER OF METHODS FOR STUDYING FOR TRUE/FALSE, MATCHING, MULTIPLE CHOICE, SHORT ANSWER, ESSAY, AND OTHER TYPES OF EXAMS. FEEL FREE TO SHARE

VIDEO	**AUDIO**
Cut to tutor working with a counselor	THESE WITH YOUR STUDENTS. ALSO, ENCOURAGE STUDENTS WITH LEARNING DISABILITIES TO WORK WITH THEIR TEACHERS OR COUNSELORS TO DEVELOP STRATEGIES GEARED TOWARDS THEIR LEARNING STYLES.
Dissolve to shot of student in exercise room	WHEN A STUDENT STILL FEELS NERVOUS ON THE DAY OF EXAM, HE OR SHE MIGHT WISH TO
Cut to student at test site taking a few deep breaths	TRY A BRIEF WORKOUT OR JUST TAKE A FEW DEEP BREATHS BEFORE THE TEST BEGINS. IT'S IMPORTANT TO KEEP THE EXAMS IN THEIR
Cut to teacher passing out the exam.	PROPER PERSPECTIVE. NO MATTER WHAT A STUDENT THINKS, AN EXAM IS NOT A "LIFE OR DEATH" MATTER.
Close-up of exam paper as student uses a pencil as a pointer to help read the directions.	WHEN TAKING A TEST, STUDENTS WITH LEARNING DISABILITIES SHOULD FIRST READ
Cut to student raising hand. Hold shot as teacher enters the scene to assist the student.	ALL DIRECTIONS CAREFULLY. AT ANY POINT OF CONFUSION, THERE SHOULD BE NO HESITATION IN APPROACHING THE TEACHER FOR CLARIFICATION.

VIDEO	AUDIO
Close-up of exam paper as student places a check mark by the easier questions.	ONCE THE DIRECTIONS ARE UNDERSTOOD, THE STUDENT CAN READ THROUGH ALL OF THE QUESTIONS, NOTING HOW EASY OR DIFFICULT THEY ARE AND WHICH ITEMS ARE WORTH MORE POINTS.
Continue close-up as student writes the answer to one of the questions with a check by it.	MAKING SURE THAT ENOUGH TIME IS LEFT FOR THE QUESTIONS WITH THE GREATEST POINT-VALUE, THE STUDENT CAN BEGIN BY ANSWERING THE EASIEST QUESTIONS.
Cut to shot of student from the front continuing to write and smiling confidently.	AS CONFIDENCE IS GAINED, HE OR SHE CAN MOVE ON TO THE TOUGHER ITEMS UNTIL THE EXAM IS COMPLETE.
	[Music Up and Under]
Wipe (page-turn effect) to a mix of shots of students using the different study skills with their tutors.	WITH A LITTLE PRACTICE, STUDENTS WITH LEARNING DISABILITIES CAN HAVE AN ENTIRE BATTERY OF STUDY OPTIONS. NOW, LET'S REVIEW THE STUDY SKILLS DISCUSSED IN THIS SEGMENT:
Cut to graphic/super **New Study Skills**	
Add through progressive disclosure as each category is discussed:	WE'VE LOOKED AT **FOUR AREAS OF NEW STUDY SKILLS**, INCLUDING:

VIDEO	**AUDIO**
1. **Efficient Textbook Reading**	TEXTBOOK READING SKILLS;
	GENERAL READING METHODS,
2. **SQ3R**	HIGHLIGHTING ONE CALLED SQ3R;
3. **Flashcards**	THE USE OF FLASHCARDS; AND
4. **Test Strategies**	TEST TAKING STRATEGIES
Cut to a shot of a student and a tutor working with a counselor	AND WHEN PROBLEMS ARISE, AS ALWAYS, WORK WITH YOUR COUNSELING STAFF TO FIND OTHER EFFECTIVE STUDY SKILLS. NOW LET'S
Dissolve to Super:	CONTINUE "A TUTOR'S WORKSHOP" WITH YOUR
"A Tutor's Workshop Exercise 5"	NEXT EXERCISE.
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES
BUILDING MATH CONFIDENCE

VIDEO	AUDIO
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: "A Tutor's Workshop: Students with Learning Disabilities." Add Super: "Building Math Confidence."	[Sound up to neutral Library music selection for 30 seconds.]
Fade supers and Wipe (Page-Turn Effect) to Interview #1)	[RESPONSE #1 - First student describes his/her difficulties with math problems in class and with homework. (20 to 40 seconds)]
Cut to Interview #2	[RESPONSE #2 - Second student gives details of his/her perceptual difficulties and how it affects mathematics.
	[Music Out]
Wipe (Page-Turn Effect) to a mix of shots of students working math problems. Show students at blackboard, with calculators, working on note pads, using flash cards, etc.	NARRATOR (VO): WE LEARNED A LITTLE ABOUT DYSCALCULIA - DIFFICULTIES WITH MATH CALCULATION AND MATH REASONING - IN AN EARLIER SEGMENT. BUILDING THE MATH

VIDEO	AUDIO
	CONFIDENCE OF STUDENTS WITH LEARNING DISABILITIES CAN BE ONE OF A TUTOR'S MOST REWARDING TASKS. AT THE SAME TIME. IT CAN BE A CHALLENGE.
Cut to blue background with progressive disclosure: **Common Error Patterns** **Modeling Problems** **Encouragement Techniques** **Math Study Skills** **Test Strategies** Fade supers	IN THE NEXT FEW MINUTES. YOU WILL VIEW SOME OF THE COMMON ERROR PATTERNS FOUND AMONG MATH STUDENTS; LEARN TO MODEL MATH PROBLEM SOLVING TECHNIQUES; EXPLORE WAYS TO ENCOURAGE STUDENTS WITH MATH-RELATED LEARNING DISABILITIES; REVIEW AND IDENTIFY NEW STUDY SKILLS SPECIFICALLY FOR MATH; AND GAIN STRATEGIES TO FIGHT THE STRESS THAT CAN BE CREATED BY A MATH EXAM.
Dissolve in new super **Common Error Patterns in Math**	[Sound up to music bridge for about 5 seconds]
Cut to frustrated student staring at a math problem on paper	A FIRST STEP FOR CONFRONTING A MATH DIFFICULTY IS TO DETERMINE WHAT DISABILITY, IF ANY, IS AT FAULT. STUDENTS

VIDEO	**AUDIO**
Dissolve to close up of page with special effect of numbers reversing back and forth as we watch [have graphics make multiple copies of the same document with the numbers reversed in different ways. Dissolve between the various forms] Make a special effect where some numbers move out of or shift columns.	WITH DYSLEXIA MAY REVERSE OR ROTATE NUMBERS SUCH AS SIX OR NINE, OR BE UNABLE TO ALIGN NUMBERS IN COLUMNS OR ROWS. STILL, THE HARDSHIPS CREATED BY DYSLEXIA ARE VERY DIFFERENT FROM THOSE CAUSED BY DYSCALCULIA.
Dissolve to shot of confused student with dyscalculia trying to work a problem	STUDENTS WITH DYSCALCULIA SIMPLY MAY NOT BE ABLE TO VISUALIZE OR RETAIN THE CONCEPTS OF SHAPES AND NUMBERS. MEMORY LAPSES MAY IMPACT THEIR ABILITY TO FOLLOW INSTRUCTIONS OR RECALL NUMBERS AND SEQUENCES LONG ENOUGH TO COMPLETE A PROBLEM. THEY MAY BE CONFUSED BY MATH SIGNS, AND LACK THE MEANS TO DISCERN BETWEEN THE STEPS OF ADDITION AND MULTIPLICATION OR SUBTRACTION.
Cut to student working a problem at a board with the tutor observing. The student should be explaining the process to the tutor.	TO FIND THE ERROR PATTERNS OF A STUDENT WITH LEARNING DISABILITIES, A TUTOR WILL NEED TO WATCH CLOSELY AS THE STUDENT

VIDEO	AUDIO
	WORKS. STEP-BY-STEP. THROUGH A MATH PROBLEM. STARTING WITH THE EASIEST PROBLEMS. THE STUDENT CAN EXPLAIN OUT LOUD WHAT HE OR SHE IS DOING AT EACH STEP AND HOW EACH ANSWER IS OBTAINED.
Cut to close-up of tutor as he or she writes a note on a pad	BY TAKING NOTES THROUGHOUT THE PROCESS, THE TUTOR WILL LATER BE ABLE TO RECALL IF THE STUDENT REPEATEDLY MISSED SIMPLE FACTS, SKIPPED COMPUTATIONAL SIGNS, OR WAS CONFUSED THROUGH THE ENTIRE PROBLEM.
	SOME OF THE MORE COMMON ERRORS YOU WILL SEE INCLUDE:
Close up of a large subtraction sign. Dissolve into an addition sign. Dissolve into a percentage sign. Dissolve into a fraction sign.	**CONFUSING THE OPERATIONAL SIGNS.** STUDENTS ADD WHEN THEY SHOULD SUBTRACT OR CONFUSE ADDITION AND MULTIPLICATION SIGNS;
Cut back to student at blackboard having trouble	

VIDEO	AUDIO
with basic multiplication. Student should erase the answer he or she has obtained and start again.	**ERRORS IN COMPUTATION**. SOME STUDENTS MAY HAVE NEVER MASTERED THEIR BASIC MATH SKILLS. MASTERY OF MULTIPLICATION TABLES. THE USE OF DECIMALS. OR THE DIVISION OF WHOLE NUMBERS MAY BE LACKING.
Cut to a close-up of another student having trouble working with sets.	COLUMN ALIGNMENTS AND SET GROUPINGS MAY BE AN OBSTACLE. WHEN WORKING A PROBLEM. THESE STUDENTS WILL HIT BARRIERS CONSISTENTLY WHEREVER THE MISSING SKILL IS NEEDED;
Cut to another frustrated student working at his or her desk	**DEFECTIVE MATH STRATEGIES**. THE WRONG PROBLEM SOLVING PATTERNS MAY BE FOLLOWED. THE STUDENT MAY REGULARLY SKIP IMPORTANT STEPS OR DO THEM IN THE WRONG ORDER; AND
Cut back to student and tutor at blackboard. Student puts answer by equation with few of the steps. Tutor shakes head and student erases answer and immediately replaces it with another.	**RANDOM ANSWERS**. THE STUDENT APPEARS TO BE ALMOST GUESSING WITH NO RATIONALE FOR THE ANSWER.

VIDEO	AUDIO
Suddenly, the tutor recognizes a pattern to the student's difficulties. As the student watches, the tutor works a similar problem while explaining step-by-step what is going on.	THE MAIN POINT FOR THE TUTOR THROUGHOUT THE PROCESS IS TO WATCH FOR ERROR PATTERNS BY THE STUDENT. ONCE A PATTERN IS FOUND, THE TUTOR IS READY TO START TAKING ACTION.
Wipe (Page-Turn Effect) to **Modeling Problems** Graphic/Bridge	[Sound up to music bridge for about 5 seconds]
Dissolve to shot of same student shaking his or her head positively, then starting work another problem correctly. Cut to smiling tutor helping a student with a math problem	A FIRST STEP TOWARDS HELPING A STUDENT WITH A MATH-RELATED DISABILITY IS TO MODEL WAYS TO SOLVE THE PROBLEM CORRECTLY. WORKING THE PROBLEM STEP-BY-STEP, THE TUTOR SHOULD EXPLAIN WHAT IS HAPPENING AT EACH POINT OF THE COMPUTATION. AFTER DISCUSSION, THE STUDENT WILL REPEAT THE PROCESS WITH ANOTHER PROBLEM. THE STUDENT SHOULD CONTINUE ALTERNATING WITH THE TUTOR UNTIL THE PROCESS IS UNDERSTOOD.
Cut to student interview #3	**STUDENT RESPONSE #3:** [Have tutor discuss the importance of modeling math

VIDEO	AUDIO
	problems with a student and the results of observed repetition]
Wipe (Page-Turn Effect) to **Encouragement Techniques** Graphic/Bridge	[Sound up to music bridge for about 5 seconds]
Wipe (Page-Turn Effect) to Close-up of tutor demonstrating math problem	ENCOURAGEMENT IS ONE OF THE MOST EFFECTIVE TOOLS A MATH TUTOR HAS. SMART STUDENTS WHO WORK HARD, YET SEEM TO HIT A BRICK WALL WHEN IT COMES TO MATH CAN BECOME VERY FRUSTRATED.
Cut to Katie Priest Interview Fade in Super **Katie Priest** **Math Instructor**	**KATIE PRIEST INTERVIEW:** BE ENCOURAGING, BE A POSITIVE ROLE MODEL AND SHOW A STUDENT HOW IMPORTANT MATH REALLY IS. [(cut) SO MANY TIMES IN OUR LOWER LEVEL COURSES - AND THAT'S WHERE USUALLY - IN OUR DEVELOPMENTAL CLASSES - THAT'S USUALLY WHERE OUR STUDENTS WITH LEARNING DISABILITIES END UP] THEY NEED SOMEONE TO SHOW THEM THAT MATH IS FUN, THAT IT IS IMPORTANT, IT'S USEFUL. AND AT THE SAME TIME WORK ON MATH PROBLEMS. GIVE THEM EXAMPLES OF WHERE THEY CAN USE MATHEMATICS, THE SKILLS THAT ARE NEEDED. AND, JUST ENCOURAGEMENT - SO MANY OF THESE STUDENTS HAVE BEEN TOLD

VIDEO	AUDIO
	SOMEWHERE IN THEIR LIVES THAT THEY ARE STUPID AND DUMB AND THEY DON'T THINK THEY CAN DO MATH. AND, EVERY TIME A STUDENT DOES A PROBLEM CORRECTLY, TO PRAISE THEM . . . MAKE SURE TO REINFORCE THE FACT THAT THEY ARE LEARNING SOMETHING EVEN THOUGH IT'S SOMETHING VERY SMALL.
Frantic student with books and assignments piled up	**NARRATOR**: WITHIN THE DOMAIN OF ENCOURAGEMENT, PROPER TIME MANAGEMENT IS A CRUCIAL SKILL FOR ALL MATH STUDENTS,
Student looks in on class through window on closed door, then leaves.	PARTICULARLY THOSE WITH LEARNING DISABILITIES. MISSING CLASS, PROCRASTINATING ON HOMEWORK, AND NOT FINDING HELP WHEN TROUBLE OCCURS CAN
Show student explaining a problem to his or her tutor. Tutor should look reassuring	MAKE COMMON MATH-WORK AN ORDEAL. AGAIN, WORKING WITH THE STUDENT TO DEVELOP A SCHEDULE IS VITAL. AND, SHOULD A STUDENT GET BEHIND, TRY TO MAKE HER OR HIM COMFORTABLE ENOUGH TO ADMIT THE

VIDEO	AUDIO
	FACT AND THEN WORK TO CATCH UP.
Wipe (Page-Turn Effect) to **Math Study Skills** Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds]
Cut to student reading a math text	**TEXT READING SKILLS** THAT YOU'VE ALREADY LEARNED WORK WELL IN THE MATH ENVIRONMENT. WHEN USING S-Q-3-R AND OTHER READING METHODS, HAVE THE STUDENT
Student takes notes on Flashcards.	NOTE IN ADVANCE THE NEW TERMS OR EQUATIONS THAT ARE USED. DURING THE STUDY PROCESS, THE ITEMS CAN BE RECITED
Cut to student with tutor reviewing the flashcard	ALOUD WITH THEIR EXPLANATIONS. AGAIN, FLASHCARDS ARE QUITE USEFUL AT THIS JUNCTURE.
Close-up of the problems at the back of a chapter. Zoom out to an over-the-shoulder shot of a student working a problem out.	REGARDLESS OF WHAT HAS BEEN ASSIGNED, STUDENTS SHOULD ATTEMPT TO WORK ALL OF THE PROBLEMS AT THE END OF EACH CHAPTER. EACH PROBLEM SUCCESSFULLY COMPLETED WILL ADD TO THEIR MATH CONFIDENCE.
Student at blackboard having trouble completing a computation	

VIDEO	AUDIO
	PERCEPTUAL PROBLEMS WITH MATHEMATICS MAY BE ONE OF THE SIMPLER PROBLEMS A TUTOR SEES.
Cut to student at a desk writing out math problems on graph paper	WHEN STUDENTS HAVE TROUBLE ALIGNING THE COLUMNS OF A PROBLEM. DOING THEIR WORK ON GRAPH PAPER OR USING A RULER TO LINE UP THE NUMBERS MAY GIVE THEM SOME RELIEF.
Cut to overhead with camera panning color-coded symbols	COLOR-CODING OPERATIONAL SIGNS - PLACING ALL PLUS SIGNS IN ONE COLOR. MINUS SIGNS IN ANOTHER, MULTIPLICATION SIGNS IN A THIRD. AND DIVISION SIGNS IN A FOURTH COLOR WILL HELP STUDENTS HAVING DIFFICULTY DISTINGUISHING BETWEEN THE SYMBOLS.
Wipe (Page-Turn Effect) to **Test Strategies** Graphic/Bridge	[Sound up to Music Bridge for about 5 seconds]
Cut over-the-shoulder shot of a student looking at an A or A+ math exam.	A SUCCESS ON **EXAM** DAY WILL DO MUCH TO BUILD YOUR STUDENT'S MATH CONFIDENCE.
Cut to scene of student working with a tutor	PREPARATION IS THE KEY. GOING IN, THERE SHOULD BE AN ASSURANCE THAT PROBLEMS SIMILAR TO THOSE ON THE TEST HAVE BEEN

VIDEO	AUDIO
Cut to student writing formulas in the margin of a test paper	PRACTICED BEFORE - REPEATEDLY - WITH A TUTOR. AS SOON AS THE TEST BEGINS, A STUDENT MAY WISH TO WRITE DOWN THE MATH FORMULAS OR RULES THEY ARE LIKELY TO NEED IN THE MARGINS OR ON THE BACK OF THE TEST. THIS WILL HELP SHOULD THEIR SURETY FALTER LATER.
Cut to profile shot of a student pausing in a test, taking a few breaths and going on to work some more.	FINALLY, IF THE STUDENT "DRAWS A BLANK" WITH A PROBLEM, HE OR SHE CAN TAKE A FEW DEEP BREATHS AND LOOK FOR ANOTHER ONE TO WORK ON. AFTER SUCCESS IS MET WITH OTHER TEST ITEMS, THE HARDER PROBLEM WILL BE CONQUERED WITH GREATER EASE.
Wipe (page-turn effect) to a mix of shots of students with learning disabilities working with their tutors.	[Music Up and Under]
Cut to blue background with progressive disclosure:	NOW, LET'S LOOK AT WHAT WE'VE LEARNED:
Common Error Patterns	WE'VE LOOKED AT SOME OF THE COMMON ERROR PATTERNS FOUND AMONG MATH STUDENTS.
Modeling Problems	WE'VE LEARNED HOW AND WHEN TO MODEL MATH PROBLEM SOLVING
Encouragement Techniques	

VIDEO	AUDIO
Math Study Skills **Test Strategies**	TECHNIQUES. WE'VE EXAMINED WAYS TO ENCOURAGE STUDENTS WITH MATH-RELATED LEARNING DISABILITIES: EXPLORED NEW STUDY SKILLS SPECIFICALLY FOR MATH: AND LEARNED HOW TO FIGHT THE STRESS THAT CAN BE CREATED BY A MATH EXAM.
Dissolve to shot of a happy student talking with his or her tutor	
Dissolve to Super: "A Tutor's Workshop Exercise 6"	IMPROVING THE MATH SKILLS OF STUDENTS WITH LEARNING DISABILITIES CAN BE ONE OF THE MOST REWARDING ASPECTS OF THE TUTORING EXPERIENCE. NOW LET'S CONTINUE "A TUTOR'S WORKSHOP" WITH YOUR NEXT EXERCISE.
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	

Client: TJC Support Services

Audience: Community College Student Peer Tutors

Producer: Mickey Slimp

Director: Dick Davis

A TUTOR'S WORKSHOP: STUDENTS WITH LEARNING DISABILITIES PROBLEM SOLVING SKILLS

VIDEO	**AUDIO**
Dissolve from Black to Posterized Graphic of two students in a tutoring environment. Dissolve in super: **A Tutor's Workshop: Students with Learning Disabilities.** Add Super: **Problem Solving Skills.**	[Sound up to neutral Library music selection for 30 seconds.] [Music Out]
Fade supers and Wipe (Page-Turn Effect) to Student on campus "in thought" looking into the distance. Cut to boyfriend/girlfriend in argumentative discussion. Cut to student writing a check. Cut to student from time management segment.	**NARRATOR** (VO): AS A COLLEGE STUDENT, WHAT PROBLEMS DO YOU HAVE? DEALING WITH RELATIONSHIPS . . . FINANCIAL . . . MEDICAL . . . DUE TO A LACK OF TIME? ALL OF US FACE OCCASIONAL HURDLES WITHIN OUR LIVES. HOW WELL THEY ARE HANDLED IMPACTS OUR SELF-IMAGES BY HELPING US DETERMINE WHO WE PERCEIVE THAT WE ARE.

VIDEO	AUDIO
Cut to worried looking student rubbing eyes while doing homework.	WHETHER A PROBLEM IS OF A PERSONAL NATURE OR RELATED TO A STUDENT'S STUDIES. A FAILURE TO RESOLVE IT WILL LEAD TO MORE UNCERTAINTIES IN THE FUTURE.
Cut to runners in a race	EACH TIME A CHALLENGE IS SUCCESSFULLY FACED. HOWEVER. CONFIDENCE IS GAINED AND MAKES THE STUDENT FEEL BETTER ABOUT HIM OR HERSELF.
Cut to plastics student in problem solving situation	FOR A STUDENT WITH LEARNING DISABILITIES. THE NEED FOR PRACTICAL PROBLEM SOLVING SKILLS IS VITAL.
Cut to tech student working machinery or conducting complicated work	PARTICULARLY FOR STUDENTS WITH AN ATTENTION DEFICIT OR AN ATTENTION DEFICIT/HYPERACTIVITY DISORDER. PROBLEM SOLVING SKILLS WILL NOT COME NATURALLY - THEY MUST BE TAUGHT.
Cut to graphic w/progressive disclosure: **Problem-Solving Skills** **Problem Identification** **Alternative Thinking** **Consequential Thinking** **Decision Making &**	SIMPLE PROBLEM-SOLVING SKILLS THAT YOU CAN PASS ON TO AND MODEL FOR YOUR STUDENTS INCLUDE: PROBLEM IDENTIFICATION;

VIDEO	**AUDIO**
Planning	ALTERNATIVE THINKING; CONSEQUENTIAL THINKING; AND DECISION MAKING AND PLANNING.
	LET'S LOOK AT EACH OF THESE SKILLS A LITTLE MORE CLOSELY.
Wipe (page-turn effect) to follow "Chris entering the classroom and taking a seat.	**PROBLEM IDENTIFICATION**. BEFORE A PROBLEM CAN BE RESOLVED, IT MUST BE CLEARLY IDENTIFIED. TO IDENTIFY A
Cut to Chris' teacher starting a lecture.	PROBLEM, YOU HAVE TO GO BEYOND THE OBVIOUS. FOR EXAMPLE, LET'S SAY THAT OUR STUDENT CHRIS HAS A PROBLEM STAYING
Cut to Chris at seat trying to keep eyes open	ALERT IN CLASS. BEFORE THE PROBLEM CAN BE ACTED UPON, HOWEVER, HE/SHE NEEDS TO DECIDE WHAT THE SOURCE OF THE PROBLEM IS.
Cut to Chris taking a parking ticket from his/her car.	THE PROBLEM COULD SIMPLY BE A LACK OF SLEEP. IF SO, THEN WHAT'S THE CAUSE OF THAT - TOO MUCH STRESS FROM THE DAY

VIDEO	**AUDIO**
Chris beside bed setting alarm clock to 7:00 - current time is 1:30. Cut back to Chris in class, still sleepy.	KEEPING HIM/HER AWAKE; POOR SCHEDULING; OR A MEDICAL SLEEPING DISORDER? OR, THE PROBLEM COULD RESULT FROM CHRIS' BEING IN A VISUALLY ORIENTED CLASS WHEN HE/SHE IS AN AUDITORY LEARNER.
	IN EITHER CASE, GETTING A BETTER FEEL FOR THE SOURCE OF THE PROBLEM IS THE FIRST KEY TO ITS SOLUTION.
Cut to Chris working with a tutor	**ALTERNATIVE THINKING**. BRAINSTORMING - THAT IS - LOOKING FOR MORE THAN ONE OPTION FOR A SOLUTION WILL EASE THE THREATENING NATURE OF A PROBLEM.
Cut back to Chris in Bed as 7:00 alarm goes off & he/she hits the "snooze" button.	LET'S SAY THAT CHRIS' PROBLEM IN CLASS IS CAUSED BY NOT GETTING ENOUGH SLEEP AT NIGHT. WITH A TWENTY-HOUR A WEEK JOB, HOMEWORK, A NEW GIRL/BOY FRIEND, AND 15-CREDIT HOURS OF STUDIES, TIME FOR SLEEP IS LIMITED. LOOKING AT ALTERNATIVES, CHRIS

VIDEO	AUDIO
	HAS SEVERAL OPTIONS.
Cut to Chris Interview	**CHRIS** [INTERVIEW]: [Chris talks over options s/he considered: spending less and working less; applying for financial aid; studying with her/his new girl/boy friend; dropping one or two classes; doing more classwork on weekends]
Cut back to Chris and the tutor working with a 3-columned sheet. One column lists possible solutions. Column two lists good results & column three list bad results.	**CONSEQUENTIAL THINKING**. REVIEWING THE POSSIBLE SOLUTIONS FROM THE ALTERNATIVE THINKING PHASE IN TERMS OF EACH ONE'S SHORT AND LONG TERM RESULTS GIVES MORE FOCUS TO CHRIS' POTENTIAL ACTIONS. FOR INSTANCE WORKING LESS WOULD GIVE CHRIS
Cut to close-up of list with alternate solutions already listed and with Chris filling in the results columns.ie.	MORE TIME FOR SCHOOL AND STUDIES. HOWEVER, CUTTING HIS WORK HOURS WOULD
less work more time less$$	MAKE IT HARDER TO PAY FOR SCHOOL AND WOULD CAUSE WORRIES IN OTHER AREAS.
less friend more time [draw broken heart	STUDYING WITH HIS NEW GIRL/BOY FRIEND WOULD GIVE THEM SOMETHING NONTHREATENING TO DO THAT DIDN'T COST MUCH. THAT IS - IF THEY STUDIED. . . CHRIS COULD DO SOME MORE CLASSWORK ON

VIDEO	AUDIO
Dissolve to Chris in a family and or recreation setting	WEEKENDS - BUT IT WOULD BREAK INTO THE TIME S/HE SPENDS WITH HIS/HER FAMILY AND HIS ONLY REAL BREAK FROM THE WEEK. HE COULD ALSO DROP A CLASS WHICH WOULD
Cut back to scene of Chris nearly asleep in the classroom	GIVE HIM ABOUT SEVEN MORE FREE HOURS A WEEK BUT COULD STRETCH OUT HIS COLLEGE ANOTHER SEMESTER.
Cut to Chris entering Registrar's office	**DECISION MAKING AND PLANNING** OCCURS WHEN A BEST SOLUTION IS SELECTED FROM THE ALTERNATIVES AND USED TO CONSTRUCT A PLAN OF ACTION.
Cut to over-the-shoulder closeup of Chris filling out a drop slip	CHRIS DECIDED THAT IF HE/SHE DIDN'T DROP ONE CLASS, HE/SHE WAS LIKELY TO FAIL TWO OR THREE. HE/SHE COMMITTED TO
Cut to bedroom scene with Chris turning out the light. Close-up of Clock shows 12:00.	HIM/HERSELF THAT THE TIME SAVED WOULD BE DIVIDED INTO ONE HOUR OF EXTRA SLEEP EACH EVENING. AT THE SAME TIME, HE TOLD
Cut to Chris in library studying with girl/boy friend	HIS/HER GIRL/BOY FRIEND ABOUT HIS/HER DIFFICULTIES AND THEY DECIDED TO SPEND

VIDEO	AUDIO
Cut to close-up of Chris as he glances at girl/boy friend, smiles, and then continues to study.	TWO HOURS. TWO MORNINGS EACH WEEK STUDYING TOGETHER AT THE LIBRARY AND THEN HAVING LUNCH TOGETHER.
	NOTE THAT CHRIS CONSTRUCTED A PLAN THAT WAS BOTH SIMPLE AND THAT CAN BE ACCOMPLISHED IN A REASONABLE AMOUNT OF TIME.
Wipe (Page-Turn Effect) to graphic w/progressive disclosure: **Problem-Solving Skills** **Problem Identification** **Alternative Thinking** **Consequential Thinking** **Decision Making & Planning**	YOU HAVE NOW REVIEWED FOUR STEPS IN A PROBLEM-SOLVING MODEL FOR STUDENTS WITH LEARNING DISABILITIES. THEY HAVE INCLUDED: PROBLEM IDENTIFICATION; ALTERNATIVE THINKING; CONSEQUENTIAL THINKING; AND DECISION MAKING AND PLANNING.
Dissolve to scene of student and tutor in a serious discussion with one another	AS A TUTOR, YOU'LL RECOGNIZE WHEN OUTSIDE PROBLEMS ARE INTERFERING WITH YOUR STUDENTS' STUDIES. BY SHARING THESE

VIDEO	AUDIO
Close up of tutor as seriousness becomes a comforting smile	PROBLEM SOLVING STRATEGIES WITH THEM. YOU WILL AGAIN EMPOWER YOUR STUDENTS FOR GREATER SUCCESS.
Dissolve to Super: "A Tutor's Workshop Exercise 7"	NOW, LET'S PRACTICE YOUR OWN PROBLEM SOLVING SKILLS AS YOU CONTINUE "A TUTOR'S WORKSHOP."
Wipe (Page-Turn Effect) to Black.	
Fade up to Closing Graphics with Credits.	
Fade to Black.	

ORIGINAL OUTLINE FOR HANDBOOK

Fancy Title Page

Table of Contents

Introduction
- -Mission/purpose
- -History of project
- -Parameters of project
    - *Overall
    - *TJC and committee information
- -Overview of handbook
- -Instructions for handbook
    - *Contents
    - *How to use
    - *How to coordinate with video
    - *The training program overall

Specific Introductions
- -To the Administrator
- -To the Tutor Trainer
- -To the Classroom Instructor
- -To the Peer Tutor

Learning Disabilities
- -What is a Learning Disability?
    - *Overall information
    - *Problems and issues
    - *History, including legal developments
    - *Definitions overall

- -Specific Learning Disabilities
    - *Reading and Reading Comprehension/Dyslexia
        - >Definition
        - >Characteristics
        - >Problems and Ramifications
            - •for students
            - •for peer tutor, teachers and institution
        - >Assessment and Diagnosis
        - >Overall strategies for dealing with disability
            - •for students
            - •for peer tutor, teachers and institution
    - *Spelling and Writing/Dysgraphia
        - >Definition
        - >Characteristics
        - >Problems and Ramifications
            - •for students
            - •for peer tutor, teachers and institution
        - >Assessment and Diagnosis
        - >Overall strategies for dealing with disability
            - •for students
            - •for peer tutor, teachers and institution

- *Math Calculation and Math Reasoning/Dyscalcula
  - >Definition
  - >Characteristics
  - >Problems and Ramifications
    - •for students
    - •for peer tutor, teachers and institution
  - >Assessment and Diagnosis
  - >Overall strategies for dealing with disability
    - •for students
    - •for peer tutor, teachers and institution
      (See How To Tutor Mathematics)
- *Scotopic Sensitivity Syndrome/Irlen Syndrome
  - >Definition
  - >Characteristics
  - >Problems and Ramifications
    - •for students
    - •for peer tutor, teachers and institution
  - >Assessment and Diagnosis
  - >Overall strategies for dealing with disability
    - •for students
    - •for peer tutor, teachers and institution
      (See Scotopic Sensitivity/Irlen SSS)
- *Attention Deficit Disorder
  - >Definition
  - >Characteristics
  - >Problems and Ramifications
    - •for students
    - •for peer tutor, teachers and institution
  - >Assessment and Diagnosis
  - >Overall strategies for dealing with disability
    - •for students
    - •for peer tutor, teachers and institution
      (See Learning About ADD)

Specific Affective and Cognitive Strategies and Study Skills
- -Personal Management Issues
  - *Managing Time Pressure
  - *Effective Time Scheduling Skills
  - *Locus of Control
  - *Problem-Solving Methods
- -Scholarship and Study Success Issues
  - *Learning Style Inventory
  - *SQ3R
  - *Flashcards
  - *Preparing for Tests
  - *Organizing a Research Paper Strategy

Resources
- -Annotated Bibliography
- -Video and other Workbooks
- -Workshops and Agencies

TEXAS HIGHER EDUCATION COORDINATING BOARD
PY 95 END OF YEAR REPORT
JULY 1, 1994 - JUNE 30, 1995

EXECUTIVE SUMMARY

Tyler Junior College Institution	5512003 Project Number

PROJECT TITLE: Tutor Training to Assist Occupational Students with LD

PROJECT DIRECTOR: Dr. Vickie Geisel

1. Purpose of Project: (a) Establishing and using a project advisory committee (PAC). (b) Developing a video to train tutors and assist instructors on how to employ learning strategies developed specifically for students with learning disabilities and/or ADD. (c) Developing a manual to train tutors and assist instructors on how to employ learning strategies developed specifically for students with learning disabilities and/or ADD, how to build affective skills in their tutors/students and how to strengthen the study skills repertoire of their tutors/students. (d) Providing state-wide dissemination of the project.

2. Summary of Goals and Objectives Accomplished:

    a. An Educational Community Advisory Committee representing the target population was established with appropriate representation as stated in the grant by July 29, 1994. The Committee convened on August 11, 1994; December 1, 1994; March 10, 1995; and June 15, 1995.

    b. On July 8, July 15, and July 22, 1994, a psychology instructor, learning disability specialist and study skills specialist met to review the literature on learning disabilities and study skills to chose 20 learning strategies to present to the Committee. The Advisory Committee upon reviewing the 20 learning strategies on August 11, 1994 chose 10 to present to the script consultant for the video. The script consultant began working on the script for the video on August 19, 1994. A meeting was held with the script consultant, handbook coordinator and project facilitator on September 15, 1994 to check progress on video and handbook. The script for the video should be finished by October 15, 1994. A draft of the script will be sent to all Committee members for

2. continued

their input. Video production should begin on November 1, 1994.On November 15, 1994, a psychology instructor, learning disability specialist, study skills specialist and the handbook coordinator met with the video script consultant to discuss the progress of the video. Two of the four sections of the video script were found to have flaws, so they had to be corrected. The video script took longer to be written and filmed than was allowed in the timeline. Some adjustments had to be made. For instance, the Committee evaluated the video script during the PAC meeting on December 1, 1994, instead of receiving it by mail on an earlier date. Video production was to start on November 1, 1994, but instead it began on November 17, 1994. The only meeting this delay affected was the Tutor Training in January, but this evaluation process was not a viable element to the success of the grant. The draft of the video was to be completed by the end of January.

On March 6, 1995, the project facilitator presented three segments of the video to the Texas Association of Student Support Services Programs (TASSSP) conference in Austin, Texas to share the success and pitfalls of the program to date.

On March 10, 1995, a regional meeting of area tutor coordinators and learning disability specialists was held to demonstrate the video and receive their evaluations.

On March 30, 1995, the project facilitator traveled to Del Mar College in Corpus Christi to present the preliminary video for critique and state-wide impact.

On April 13, 1995, the project facilitator and Dr. Judy Barnes traveled to McClennan Community College in Waco to present preliminary video for critique and state-wide impact.

On April 21, 1995, the project facilitator and Dr. Judy Barnes traveled to Kilgore College in Kilgore to present preliminary video for critique and state-wide impact.

On April 28, 1995, the project facilitator traveled to Amarillo College in Amarillo to present preliminary video for critique and state-wide impact.

On May 23, 1995, the project facilitator, Jeanne Ivy and Rick Diamond presented one segment of the video to the National Institute for Staff and Organizational Development conference in Austin, Texas for critique and state-wide impact. (continued on back)

2. continued

On May 24, 1995, the project facilitator, the TJC team and Mike Vinson presented the video to the Texas Rehabilitation Commission for critique and state-wide impact.

c. On July 8, July 15 and July 22, 1994, a psychology instructor, learning disability specialist and study skills specialist met to review the literature on learning disabilities, ADHD, affective skills and study skills to chose 40 learning strategies to present to the Committee. The Advisory Committee upon reviewing the 40 learning strategies on August 11, 1994 chose a total of 20 (including the ten for the video) to present to the handbook coordinator. The handbook coordinator began working on the handbook on August 19, 1994. A meeting was held on October 5, 1994, for the handbook coordinator to show his progress on the handbook to the project facilitator. The first draft of the handbook was to be ready by December 2, 1994.

Meetings were held on November 16, November 28 and November 29, between the handbook coordinator and project facilitator to check the progress of the handbook. A very thorough draft was presented to the Committee on December 1, 1994, for evaluation. The handbook coordinator immediately began the second draft of the handbook based on the Committee's evaluation and suggestions. The second draft of the handbook was to be completed by the end of January.

On March 6, 1995, the project facilitator presented the second draft of the handbook to the TASSSP conference in Austin, Texas for additional evaluation.

On March 10, 1995, a regional meeting of area tutor coordinators and learning disability specialists was held to review the second draft of the handbook and receive their evaluations.

On March 30, 1995, the project facilitator traveled to Del Mar College in Corpus Christi to present the preliminary product for critique and state-wide impact.

On April 13, 1995, the project facilitator and Dr. Judy Barnes traveled to McClennan Community College in Waco to present second draft of handbook for critique and state-wide impact.

On April 21, 1995, the project facilitator and Dr. Judy Barnes traveled to Kilgore College in Kilgore to present second draft of handbook for critique and state-wide impact. (continued on back)

2. continued

On April 28, 1995, the project facilitator to Amarillo College in Amarillo to present preliminary second draft of handbook for critique and state-wide impact.

On May 23, 1995, the project facilitator, Jeanne Ivy, and Rick Diamond presented second draft of handbook to NISOD conference in Austin, Texas for critique and state-wide impact.

On May 24, 1995, the project facilitator, the TJC team, and Mike Vinson presented second draft of handbook to the Texas Rehabilitation Commission for critique and state-wide impact.

d. Evaluation of the video and handbook drafts took place during the PAC meeting on December 1, 1994.

Evaluation of the video and handbook drafts took place during:

March 6 - TASSSP Conference Presentation
March 10 - Regional Meeting of Tutor Coordinators and Learning Disability Specialists.
March 30 - Training of Del Mar College's tutors using preliminary product.
April 13 - Training of McClennan Community College's tutors using preliminary product.
April 21 - Training of Kilgore College's tutors using preliminary product.
April 28 - Training of Amarillo College's tutors using preliminary product.
May 23 - NISOD Conference presentation.
May 24 - Texas Rehabilitation Commission presentation.
June 15 - Advisory Committee meeting.
June 30 - Final product was disseminated to other Texas Community Colleges.

SUBCONTRACTORS: Greater Graphics of East Texas, LPH Productions, Jeanne Ivy, Kinko's, Rick Diamond, Dr. Judy Barnes, Image Design & Animation, and Dr. Mickey Slimp

CONSULTANTS: Rhonda Rapp, Dr. Jerry Austin, Dr. Beverly Young, and Suzanne Brians

COORDINATING AGENCIES: Navarro College

PRODUCTS: Tutor Training to Assist Occupational Students with LD -Handbook, Video, Audio Cassette, and Workbook

GORE COLLEGE [illegible]

EMPHASIS EXCELLENCE

July 20, 1994

Renee' Hawkins
Project Facilitator
Tyler Junior College
P.O. Box 9020
Tyler, Texas 75711

Dear Renee':

I have received the package of information concerning your project for tutor training for students with learning disabilities and have read it with much interest and excitement. I believe that this project will be of great assistance to institutions that are seeking to meet the specific tutorial needs of this unique population.

I am looking forward to serving as a member of the Project Advisory Committee; however, as I mentioned in our telephone conversation, I will be on vacation from Kilgore College at this time. I will try to make arrangements if possible to attend, but our vacation plans are dependent on several other time factors.

If I am unable to attend this meeting, please keep me informed of any way that I may be involved in assisting you with this very beneficial project.

I have enclosed a very brief "bio" to be used for your advisory committee information as mentioned in our phone conversation.

Sincerely,

Cindy Phillips

Cindy Phillips
Adult Resource Center
Manager

Enclosure

San Antonio College

1300 San Pedro Avenue • San Antonio, Texas 78212-4299 • (210) 733-2000 A College of the Alamo Community College District

8-25-94

Renee' Hawkins
Project Facilitator
Tyler Junior College
P.O. Box 9020
Tyler, Texas 75711

Dear Ms. Hawkins:

Thank you for your correspondence which has made this part of my participation so easy. I look forward to meeting you and the collaboration of our efforts on this project.

Please find attached my contracts (copies of which were earlier faxed to you), copies of activities that I feel would add to the project, and a short biographical. Please feel free to analyze the value of the activities I have enclosed, but before utilizing them please check on restrictions that may apply because of copyright protection.

Please contact me if you have any questions, need additional information, or require more details on the procedures used in the activities I attached. I look forward to hearing from you in the future.

Sincerely,

Thomas C. Hoy, Associate Professor
FIPSE: Institution-Wide Drug Prevention Program

file

DEL MAR COLLEGE
Comprehensive Community Education
Meeting Individual Needs

April 3, 1995

Dr. Vickie Geisel
Support Services
Tyler Junior College
P.O. Box 2090
Tyler, TX 75755

Dear Vickie:

Renee Hawkins presented a Tutor Training Workshop to Assist Occupational Students with Learning Disabilities at Del Mar College on March 30, 1995. The workshop was very professionally done, and the video and handouts were excellent. There were 45 people in attendance, and the breakdown was as follows: 9 GED instructors, 8 college faculty, 3 special populations and counseling staff, and 25 tutors/lab assistants. I received favorable comments from our instructors and tutors after the session.

Thank you for including us in your site presentations. I look forward to receiving the final products of this project. I believe the manual, workbook, and video will be helpful to us in our instructional and tutoring programs at Del Mar College.

Sincerely,

Sheila Cudd

Sheila Cudd
Educational Diagnostician

ta

c: Delbert Hooper

• Office of Counseling • West Campus • Corpus Christi, TX 78404-3897 •
• (512) 886-1741 • FAX (512) 886-1599 •

Texas
Rehabilitation
Commission
"A Human Energy Agency"

VERNON M. ARRELL
Commissioner

Tyler Field Office
3800 Paluxy Dr. #325
Tyler, Texas 75703-1661

Telephone (903) 581-8151
Fax (903) 581-0615

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April 18, 1995

Tyler Junior College
Attn: Dr. Vickie Geisel, Support Svcs.
PO Box 9020
Tyler TX 75711

Re: Tutor Training Presentation to Texas Rehabilitation Commission

Dear Dr. Geisel,

I would like to take this opportunity to formally invite you and your staff to present the Tutor Training Program to TRC staff personnel in the Austin Central Office on May 24th, 1995 at 1:00 p.m. This will serve the purpose of introducing the Tutor Training Program to specific TRC personnel in the Austin area and at the Central Office level.

Bobby Grant in our Austin Regional Office is helping to coordinate this and arrangements have been made for you to make this presentation on the above mentioned date. I know I can speak for the TRC staff in Austin, that we are looking forward to this presentation. If you have any other questions or further requirements, please feel free to contact me.

Sincerely,

Mike R. Vinson, VR Counselor II
Tyler Field Office, TRC

cc: Ty Morris, Area Manager, Athens Field Office
Bobby Grant, Austin Regional Office

RECEIVED
[illegible]R [illegible] 9

An Equal Opportunity Employer

MONDAY 3:30 P.M. -4:45 P.M.

3.2 TUTOR TRAINING TO ASSIST STUDENTS WITH LEARNING DISABILITIES

HILL COUNTRY A

COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • SZB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

March 8, 1995

Ms. Reneé Hawkins
Tutor/Study Skills Manager
Tyler Junior College
P.O. Box 9020
Tyler, TX 75711

Dear Reneé:

Congratulations! I am pleased to inform you that your proposal, "Tutor Training To Assist Students With Learning Disabilities," has been selected by the NISOD Review Panel for the seventeenth annual *International Conference on Teaching Excellence*, May 21-24, in Austin, Texas. Your presentation is scheduled for:

Day/Time: Tuesday/10:45-11:45
Room: Live Oak
Seating Capacity: 92

Find enclosed a Presenters Guide (and audiovisual request form), a draft of the program schedule, and a conference brochure/registration form. *All* presenters are required to register and pay the registration fee. If you have a change in plans and cannot attend the conference, please notify me immediately so that the necessary program changes can be made.

Again, congratulations on your selection as presenter for NISOD's 1995 *International Conference on Teaching Excellence*! See you in May!

Sincerely,

Suanne D. Roueche
Director, NISOD
Editor, *Innovation Abstracts*

SDR:sf
Enclosures
cc: Richard M. Diamond II
Vickie Geisel
Jeanne Ivy

Peer Tutor Training
"Working with LD Students"

Conducted by

Renee Hawkins
Tutor Specialist
Tyler Junior College
Tyler, Texas

Friday, April 28, 1995
1:00 PM - 4:00 PM
Badger Den
College Union Building

This training session is open to faculty, staff, and peer tutors.

For further information call Molly Cameron at 371-5432.

TYLER JUNIOR COLLEGE
TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES

Texas Rehabilitation Commission Presentation

May 24, 1995

AGENDA

1:00-2:15

PROJECT DESCRIPTION

Mike Vinson - Introductions

Dr. Vickie Geisel - History of Support Services

Renee' Hawkins - The Grant

Dr. Judy Barnes - Cognitive Skills Report

Jeanne Ivy - Affective Skills Report

Dr. Mickey Slimp - Production of the Video

Rick Diamond - Handbook Report

2:15-2:30

BREAK

2:30-4:00

VIDEO PRESENTATION

Lesson One - Dr. Judy Barnes

Lesson Two - Dr. Judy Barnes

Lesson Three - Jeanne Ivy

Lesson Four - Renee' Hawkins

Lesson Five - Renee' Hawkins

Lesson Six - Dr. Mickey Slimp

Lesson Seven - Jeanne Ivy

4:00-4:30

QUESTION & ANSWER PERIOD

PRODUCT DESCRIPTIONS

Trainer's Manual	"Handbook To Accompany Tutor Training To Assist Occupational Students With Learning Disabilities"
Video	"A Tutor's Workshop: Students With Learning Disabilities"
Audio Cassette	"Erasing Negative Programming"
Tutor Workbook	"Peer Tutor Workbook: A Tutor's Workshop"

EVALUATION OF TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES SEMINAR

		Excellent				Poor
1.	How useful was the information in this seminar?	5	4	3	2	1
2.	How interesting was the seminar?	5	4	3	2	1
3.	What are the chances of you using these strategies in assisting students with learning disabilities?	5	4	3	2	1
4.	Do you feel that this seminar would meet your training needs?	5	4	3	2	1
5.	How was the quality of the video?	5	4	3	2	1
6.	How helpful were the handouts and work sheets?	5	4	3	2	1

7. Comments:

EVALUATION OF TUTOR TRAINING FOR OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES SEMINAR

1. How useful was the information in this seminar?

		Excellent 5	4	3	2	Poor 1
Amarillo	14	9	5	0	0	0
Austin[1]	22	13	9	0	0	0
Corpus Christi	31	15	15	1	0	0
Kilgore[2]	11	8	3	0	0	0
McClennan	12	9	2	1	0	0
NISOD	16	14	1	1	0	0
TRC	11	8	3	0	0	0
TOTAL	117	76	38	3	0	0
PERCENT		66%	32%	2%	0%	0%

2. How interesting was the seminar?

Amarillo	14	10	4	0	0	0
Austin[1]	22	14	8	0	0	0
Corpus Christi	31	12	16	3	0	0
Kilgore[2]	11	2	8	1	0	0
McClennan	12	8	3	1	0	0
NISOD	16	14	1	0	1	0
TRC	11	6	4	0	0	0
TOTAL	117	66	44	5	1	0
PERCENT		57%	38%	4%	1%	0%

---

[1] Did not view video.

[2] Tutors only.

3. What are the chances of you using these strategies in assisting students with learning disabilities?

		Excellent				Poor
		5	4	3	2	1
Amarillo	14	9	3	2	0	0
Austin[1]	22	12	6	3	1	0
Corpus Christi	31	15	12	4	0	0
Kilgore[2]	11	7	2	2	0	0
McClennan	12	9	2	1	0	0
NISOD	16	14	2	0	0	0
TRC	11	5	4	1	0	1
TOTAL	117	71	31	13	1	1
PERCENT		61%	27%	10%	1%	1%

4. Do you feel that this seminar would meet your training needs?

Amarillo	14	9	4	1	0	0
Austin[1]	22	12	6	4	0	0
Corpus Christi	31	8	17	3	3	0
Kilgore[2]	11	4	6	1	0	0
McClennan	12	7	4	0	1	0
NISOD	16	12	4	0	0	0
TRC	11	4	7	0	0	0
TOTAL	117	56	48	9	4	0
PERCENT		48%	41%	8%	3%	0%

5. How was the quality of the video?

Amarillo	14	7	6	1	0	0
Austin[1]	0	0	0	0	0	0
Corpus Christi	31	8	15	6	2	0
Kilgore[2]	11	3	6	2	0	0
McClennan	12	8	3	1	0	0
NISOD	16	14	2	0	0	0
TRC	11	6	5	0	0	0
TOTAL	95	46	37	10	2	0
PERCENT		49%	39%	10%	2%	0%

6. How helpful were the handouts and work sheets?

		Excellent 5	4	3	2	Poor 1
Amarillo	14	11	3	0	0	0
Austin[1]	0	0	0	0	0	0
Corpus Christi	31	11	16	3	1	0
Kilgore[2]	11	5	3	3	0	0
McClennan	12	9	2	0	1	0
NISOD	16	14	1	1	0	0
TRC	11	9	1	1	0	0
TOTAL	95	59	26	8	2	0
PERCENT		63%	27%	8%	2%	0%

7. Comments:

- Consider testing your training program at San Antonio College. Call me (Jim Cheshire) at (210) 733-2755.

- I am definitely interested! Excellent!

- I work with Upward Bound, I think your presentation would be geared more toward SSS, but I'm glad I participated in this because some of our Upward Bound students are recruited into SSS.

- Our TRIO program does not offer tutoring services at this time. We had requested additional funds to offer this, among other services, but did not receive them. But I do appreciate your info to have available for our LD student population. Currently, we refer them to on-site tutorial services at the college they attend.

- Many college professors need to view the video and read the manual!

- Would have liked more info on actual training activities and specifically for LD students.

- I don't work directly with peer tutoring so I can't answer questions 3 and 4. However, if I did work with peer tutoring, I would answer "5" to 3 and 4.

- A smaller percentage of our students are identified as hearing disabled; but I believe this program could help us helping those students we do serve.

- Renee did a good job.

- I am very interested in obtaining tutor training materials for our SSS agency. Excellent workshop, I appreciate your hard work in developing this very important information.

- We are also certified at all three levels. We would definitely like this tape/information.

  Vanessa White
  UTA
  PO Box 19509
  Arlington, TX 75019

- Please allow me to access this tutor training in its entirety upon its completion! It sounds wonderful as a tool to implement at my college.

  Pat Smith
  Tutor Coordinator
  3030 N Dallas Avenue
  Lancaster TX 75134
  (214) 372-8282 or (214) 372-8119.

- Would like to see more "inside bolts" about the program. Too much "how we did it" as opposed "what we do."

- Handbook looked very good, very helpful in spite of its size. Video was technically good. No major changes needed. It worked for me. Ms. Hawkins is a good facilitator.

- Renee's experience and knowledge of LDs is very apparent and I strongly support her on continued efforts to possibly expand the program and/or increase its effectiveness. I feel that this workshop has helped to inform me of the various LDs and how to suspect them and take effective action in helping the individual with an LD.

- Information, useful, realistic. Student problems viewed on video are common with most students even those who do not exhibit learning disabilities. Techniques in video can be useful for all students. Thanks for sharing at Del Mar.

- Great job.

- It was very informative and interesting.

- Feels a bit hit 'n' run and just-get-done at this point. Handout with questions good strategy. Would like to see a summary of answers handed out at end, especially for terminology.

- Save all discussion (fuss/discuss) for AFTER the presentation. It would be nice to monitor the questions/comments before someone speaks, but I guess that wouldn't be fair. I think this got out of hand and had some dumb comments from the audience.

- Limit questions during lecture.
- I'm teaching so some of these ideas are ones that I'm already familiar with.
- This would be most helpful for tutors but also members of the faculty here at Del Mar, especially with regard to learning styles.
- This sort of evaluation is very important--opens door to new concepts and very much needed.
- I liked the learning styles questionnaire. It could be compressed a little to be two hours, or so.
- Great!
- This is an excellent introduction to these topics for tutors. Not enough time to adequately cover the topics adequately--Need more time for discussion by tutors who are not familiar with the topics. This would also be helpful for more faculty members to attend or a slightly different version--or discussion time to cover class as well as tutor situations.
- This wasn't exactly what I thought it would be. I was hoping it would be geared more towards instructors.
- Excellent SOB! Please address the self-esteem problems that have resulted from having the disabilities throughout childhood. Also, the stigmas that results from the label of disabled.
- Please use more specifics and fewer generalities in your presentation. The section on "learning styles" was interesting, but the material on "time management" was obvious and therefore not necessary. For example, expand discussion on dyslexia and dyscalculia: how to help these students.
- Include more detail in the video. Get some of the tutors to talk.
- Excellent workshop! Very professional presentation on a very much needed topic for college-level students. Keep up the good work.
- Your presentation is very organized. Your program has a lot of "meat!" Thank you!

- The video, with the handouts were excellent, super! I am a person if you lecture only, the information would go in one ear and out the other ear. By using the video, the information will stay with me and I can relate to my own problem and retain the information. I enjoy learning and working hand-on-hands.

- Very well presented. Well organized. Good ideas and suggestions for tutoring. I like the handbook. How about adding visuals and color?

- One suggestion for the video: it would be good to have tutors actually doing some of the things "live" and see students' reactions.

- We just needed more time. Renee', you need to be an Educational Consultant and work in area colleges doing professional development for instructors, tutors, lab assistants, etc. Thanks for coming. Be sure I get materials and video. I'll pay.

- I don't want to feel like I'm going to be tested on this, so I think the worksheet implies that. I would just let people take notes instead of giving them the worksheet.

- Less video, video was lengthy, covered dyscalculia more in depth than the others mentioned, worksheets followed video well.

- This was a good workshop and it even helped me with my own study skills and time management. It had professional and personal benefits.

- This is a good training session. I learned a lot of things from this section.

- This is very good for tutors and students. The tutors can learn about the skills and how to help the students.

- Made several good points, which tutors can use to help their students.

- Maybe spend more time stopping the video and discussing each area the video discusses in each Exercise. Writing answers as the video goes into another topic is distracting. Overall, excellent class.

- Tapes were very well done!

- I believe the seminar was interesting but I would like to have more detailed information about how we can help these students and how to detect their problems and some hints that would let us know that they have a problem.

- I think that the workshop is very necessary for training because people don't realize what LDs are and how they truly affect a person in school. Short sessions and more discussion will appeal to a wider variety of learning abilities. I have LD and most of the illustrations are on the work. I would like to encourage you to keep up this work.

- The details being edited as discussed should take care of the video quality i.e., extra space. I feel this will be helpful to instructors and tutors. Very good!

- I'm delighted with the results of the grant project.

- I would like to have more information included on ADD/ADHD.

- I had a wonderful time at the workshop. I feel that learning disabilities are a factor of life and everyone should be aware of them. Thank you, Renee', for your presentation. I learned a great deal and hopefully I can use it to my advantage.

- Lead ins to each segment are too long. Segments themselves are an excellent length. Interesting, good acting.

- Appreciated the idea that "study harder and longer" is not always the best solution.

  In sessions like this one, you could fast forward through the title image--OK for individual sessions.

  I really liked the charts with clues and learning tips. I would like to see one for ADD.
- Add ADD to clues and tips in Exercise II in workbook.

- In the workbook, the titles are exercise I, II, III, etc. It would be helpful for learning if it was:

  A Tutor's Workshop
  Exercise 3
  Affective Behavior

  A cover page (perhaps puzzle pieces) with each part labeled with the title of the video. That will put all the titles on one page and aid visual learners in remembering.

  Might want to outline the techniques for reading skills in the workbook to give tutors the opportunity to study them.

  In the workbook--might add a summary page. For instance--What are the main things you remember about "Affective

Behaviors"?

- This is what our instructors need. We are a Carl Perkins school in Indiana.
- Very good.
- Thank you.
- I am very interested in the handbook. This particular seminar was just a taste of what is available.

  Your project is filling a critical need...providing and combining info on learning styles and disabilities and strategies to work with these students! Great work.
- A+
- Excellent project---you must disseminate this.
- Good job.
- Too much info on how project was done. Why not show more of video? Thank you, guys!
- I am encouraged that these efforts will help many of my students.
- Needed.
- Very good work; I believe that counselor could benefit from this presentation.
- Excellent workshop.
- I enjoyed the training. I do not have much time myself with clients to utilize this information but feel it will be helpful to me in other ways.
- I feel every counselor should have a copy of these manuals to focus upon problems clients are having and also to help them become knowledgeable in these new areas and with all the new information.
- As a TRC counselor, I have had many clients with learning disabilities that wanted to go to college. In the past, I have discouraged this because of lack of tools to deal with these problems. Now I feel like I would be more encouraging/receptive to this option. I hop TRC will purchase this manual so it is available to TRC counselors at the field offices.
- I'm most impressed with the priority given to the Affective features to LD. Your approach is unique because of this. I am curious to follow the tutoring process is it unfolds. I hope you will have some agenda

time at the State TAVAC Conference in July.

- Keep it simple.
- How can this information be obtained to TRC Counselors.
- Excellent training and well explained.
- Great training--very useful and very informative.

These recommendations are due to the positive feedback received and the potential for increased statewide impact through the technological enhancement of the video/training manual.

1. To put the trainer manual/handbook on disks to enable the trainer to produce handouts and materials with greater ease.

2. To enhance and add more visual graphics, in both the video and handbook, to show tutors how students experience dyslexia, dysgraphia and dyscalculia.

3. To produce an index for the trainer handbook.

4. To modify the handbook and video so that is can also be used as a training manual for instructors working with occupational students with learning disabilities.

5. To convert the handbook and video to CD-ROM.

TYLER
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COLLEGE

EXCEL

HANDBOOK
TO ACCOMPANY
TUTOR TRAINING
TO ASSIST
OCCUPATIONAL STUDENTS
WITH
LEARNING DISABILITIES

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Applied Technology Education Act
The Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes Division
Austin, Texas

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Project Director:	Dr. Vickie Geisel
Project Facilitator:	Reneé Hawkins
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Non-Discrimination Policy:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the Project Tutor Training program, must be operated in compliance with these laws.

This training program was made possible through funding provided by a *Discretionary Grant* under the *Carl D. Perkins Vocational and Applied Technology Education Act*, the *Texas Higher Education Coordinating Board, Commuity Colleges and Technical Institutes Division.*

A special thanks goes to the following Advisory Committee members who gave so much of their time to insure a timely completion of a high quality training program:

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Introduction
to
Handbook

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WELCOME TO THIS HANDBOOK!

The handbook you are now using is the result of a project funded by a Carl D. Perkins statewide leadership grant through the Texas Higher Education Coordinating Board to Tyler Junior College; TJC, in correlation with its EXCEL, a peer tutoring program for students with learning disabilities and other learning issues, received this grant in 1994 to fund a large-scale tutor training program for occupational students with learning disabilities. The program is intended to be used by peer tutors, their trainers, classroom instructors, and administrators in two-year colleges across Texas. This handbook is one component of the program, along with a video which highlights some of the areas covered in the handbook.

As someone who works with students, you are surely aware of the many challenges each student must face as she/he finds his/her way to success in academics and in life. You must also be aware that some students have specific, special issues with which they must deal, whether emotional, developmental, intellectual, or learning-related. It is the aim of this tutor training program that you be empowered to deal with some of the more prevalent challenges your students must deal with, through learning about the larger issues they face and finding specific strategies for dealing with those issues.

Thank you for your dedication to the students you are helping.

THE MISSION OF THE PROJECT

WHY BE AWARE OF LEARNING DISABILITIES?

Two-year colleges and universities are experiencing a substantial increase in students with learning disabilities. Improved programs in elementary schools, middle schools, and high schools have helped learning disabled students graduate. It is estimated that about 67 percent of high school students with learning disabilities plan to attend college (White, Alley, Deshler, Schumaker, Warner and Clark, 1982, pp. 273-274). In high school, students with learning disabilities had special education classes with direct teacher instruction. Now in college, without separate special education classes, many students with learning disabilities are having major difficulties adapting to college-level courses. This is of direct concern to technical education because, by default, students with learning disabilities are often encouraged by counselors to go into technical programs.

In addition, mature students are making up a higher percentage of college students. Many of these mature students had previous learning problems in school, but existing programs could not diagnose them as having learning disabilities (Paul Nolting, 1991, p. 11). Jane Jarrow, Director of the Association on Handicapped Student Service Programs in Post-Secondary Education, has stated that students with learning disabilities are "the single largest contingent of students with disabilities being served on American campuses" (Jane Jarrow, 1987, pp. 38-57).

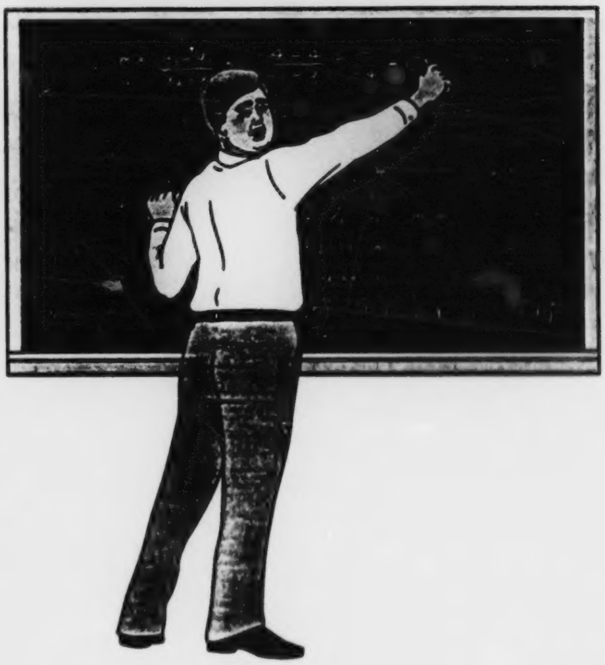
In fact, the latest figures estimate that one student in nine has some kind of a learning disability.

THE PROJECT'S HISTORY AND SCOPE

Since TJC's EXCEL has worked with all sorts of students, diagnosing students' needs and then dealing with the students at their points of need, using whatever resources and methods are proven to be most effective, EXCEL has been recognized by the College Reading and Learning Association as an exemplary program, especially in an as yet almost uncharted territory: the use of peer tutors to work with students who have learning disabilities through a carefully monitored Peer Tutoring Program.

Tyler Junior College has developed a model program to meet the needs of Texans for world-class education and training, ensuring that all learners acquire the knowledge and skills necessary for success in the work place and society. To assist students with learning disabilities and/or Attention Deficit Disorder, EXCEL provides:

- the study skills and learning strategies necessary to perform adequately in school and beyond in life situations, whether they be technical, academic or domestic;
- various strategies at different levels and stages for students with learning disabilities both in terms of the student's needs and purposes as well as the demands of their particular situations;
- a degree of maneuverability in the use of study skills and learning strategies that will enable them to adapt to various formal and informal situations requiring such knowledge/skills;
- self-sufficiency in the learning process; and
- increased motivation and positive attitudes through using motivational strategies and counseling.



Three of the goals and objectives of the State Plan for Federal Vocational Education Funding and the Master Plan for Vocational and Technical Education are to:

- Deliver high-quality, world class education and training that results in a highly skilled and globally competitive work force.
- Cultivate adequate resources to develop an educated and skilled work force.
- Meet the professional development needs of faculty and staff to ensure successful student and adult learner outcomes.

As an extension of its successful local peer tutoring program, the counselors and administrators at TJC sought funding from a Carl D. Perkins discretionary grant in 1993, to share their knowledge and strategies with every other two-year college in Texas in order to advance the goals of the State Plan for Federal Vocational

BEST COPY AVAILABLE

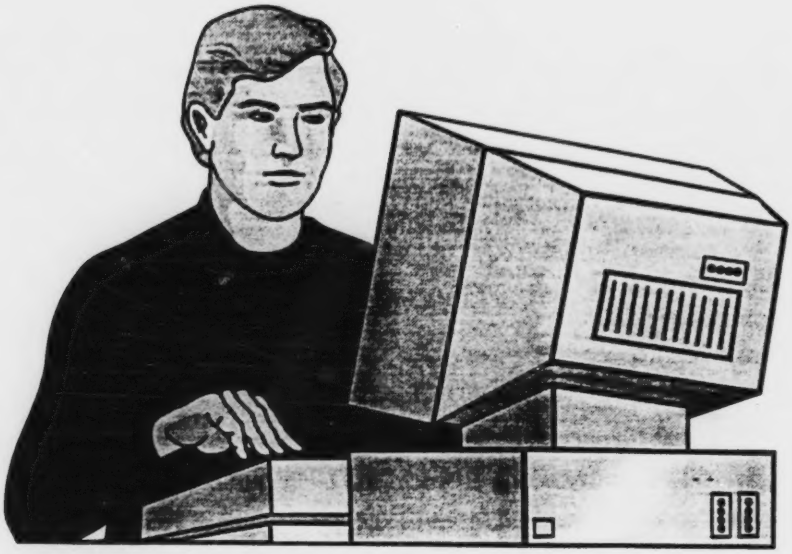
Education Funding and the Master Plan for Vocational and Technical Education.

After extensive investigations of local, statewide, and national methodologies and literature, TJC's Support Services experts suggested in its grant proposal that the project should implement a handbook- and video-based workshop to train tutors and instructors to: (1) employ learning strategies developed specifically for occupational students with learning disabilities and/or Attention Deficit Disorder (ADD); (2) build affective skills in their tutors/students; and (3) strengthen the repertoire of study skills in their tutors/students.

Further, the project is intended to offer students who have academic potential and yet struggle with learning disabilities, the study skills and learning strategies needed to perform in their academic, technical and domestic environments.

In order to accomplish this goal, the TJC EXCEL team designed a carefully controlled plan for the collection of data from statewide experts, the editing of those data, and the production of a handbook and a video to be used to train peer tutors and instructors in dealing with learning disabled students.

Curriculum design and the development and implementation of a training video and handbook are vital aspects of the project. Designing the training materials and video required forming an advisory committee consisting of: (1) students with learning disabilities and/or ADD; (2) experts in the areas of learning disabilities, ADD, affective learning and study skills; and (3) representatives of agencies providing services to said population, such as the Texas Rehabilitation Commission.



HOW THIS PROGRAM IS INTENDED TO WORK

BOTH LOCALLY AND ON A STATE-WIDE LEVEL

This tutor training project is intended to support the student with a learning disability and/or ADD and, on a larger scale, the improvement of technical and vocational education by ensuring that all learners acquire the knowledge and skill necessary for success in the work place and society. If colleges keep students in school through retention measures such as peer tutoring, then Texas will have a more qualified work force for the demands of the future. Two-year colleges have to meet the needs of students with learning disabilities to keep them from becoming a negative labor statistic. When colleges employ programs such as this peer tutor training program and an institutional support system in which that training module operates, this effort will provide students with learning disabilities and/or ADD with remediation techniques, enabling them to complete courses and programs which in turn will help technical and vocational education to produce workers who are skilled and productive.

Implementation of the video and handbook to train tutors can increase the number of degrees and certificates awarded by increasing the representation of women, minorities and special populations entering the work force with technical training. Trained peer tutors can increase complete achievement, which will lead to the graduation of competent, performing workers. Making peer trained and qualified peer tutors available to students with needs will, therefore, cultivate adequate resources to develop an educated and skilled work force.

The outcomes anticipated through colleges' implementation of this peer tutor training project include:

- Increasing the number of degrees and certificates awarded;
- Reducing degree or certificate award disparity between groups;
- Increasing the representation of women, minorities and special populations entering the work force with technical training;
- Providing students with remediation that enables them to complete courses and programs;
- Increasing retention rates for remediated students;
- Increasing course and program completions;
- Improving student grade performance; and
- Increasing complete achievement.

Economic demands of the future will require workers who are skilled and productive. Without equal education, students become workers without adequate skills to qualify for the jobs available. Three-fourths of all new jobs from now until the year 2000 will need people with some college education and skills while only about one-half of all new workers are likely to have gone beyond high school. **Two-year colleges have to meet the needs of students with learning disabilities to keep them from becoming a negative labor statistic.** One direct approach is for instructors and tutors to employ strategies developed specifically for students with learning disabilities and/or related issues (Molly Sandperl, 10). By using these approaches, this project will support the improvement of technical and vocational education by ensuring that all learners acquire the knowledge and skills necessary for success in the work place and society.

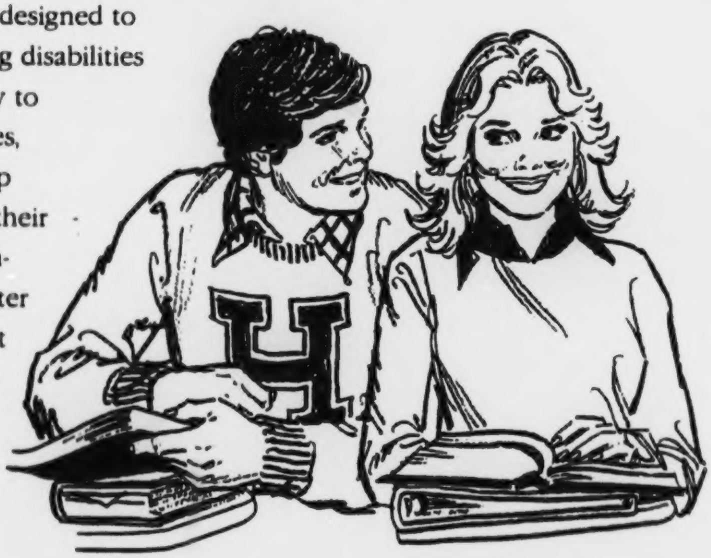
THE ROLE PEER TUTORS CAN PLAY

The tradition of educational opportunity for all at the elementary and secondary level has been extended by the two-year colleges of this country. The open-door admissions policy of two-year colleges is an important step toward the attainment of universal post-secondary education open to all Americans. Two-year colleges have had to cope with rapidly growing numbers of students who are drawn from the economically and educationally disadvantaged segments of society because of the open-door policy. The wide range of academic abilities created in the student body by an open-door policy dictates the creation of a cooperative team effort among the personnel directly involved with the support of students (E. Klingelhofer, 1971, p. 1).

Peer tutoring lends itself to this strategy. Research suggests that the values held by a group, peer tutors, will influence the total group's goals. If one's peers are academic achievers, then one will strive harder scholastically (David Gottlieb and Charles Ramsey, 1967, p. 47). Once again, this team effort will foster the outcome of increased retention rates for remediated students and increase course and program completions while improving student grade performance.

A number of students, including the learning disabled, come to post-secondary institutions without large repertoires of learning strategies. Many students with learning disabilities enter college expecting challenges and successes similar to high school. To the contrary, many college freshmen realize their academic inadequacies and find themselves taking post-secondary courses in developmental reading, writing and math. The learning disabled may be unable to do certain tasks because of subtle handicapping conditions in perception or performance. Yet, environmental modifications, learning cues and an awareness of their limitations help students with learning disabilities to perform successfully. Learning disabilities may occur in calculating; in listening, speaking, reading, or writing; in manual dexterity; or in social interaction. Both secondary and post-secondary instructors face the challenge, and sometimes frustration, of helping these students "make meaning" from texts that are confusing, boring, intimidating and at the very least unfamiliar to them. It is important for students with learning disabilities, who typically lack scope, flexibility and self-confidence in dealing with college textbooks, to experience the validation of their personal responses to texts via methods of reading, writing and study skills. Remediation of basic skills has played a major role in the instruction of the learning disabled throughout elementary and secondary school. Despite this emphasis, data available from secondary programs (Deshler, Schumaker, Alley, Warner & Clark, 1982, p. 3) do not support continued emphasis on such instruction. The research supports an emphasis on helping students with learning disabilities to cope in regular classes by having them involved with peer tutoring.

While remediation is designed to help students with learning disabilities acquire the skills necessary to handle college level courses, tutoring is designed to help these students succeed in their courses. Tutoring helps students understand and master the content of their subject area courses. According to the research for this project, an ideal peer tutor is knowledgeable in a subject area and in the area of learning disabilities. When tutors are knowledgeable about both a subject area and learning disabilities, they bring a double set of skills to the tutoring effort (Charles T. Mangrum, II & Stephen S. Strichart, 1984, pp. 119-120).



Research done by Tyler Junior College personnel has shown that colleges in Texas are providing tutoring, yet the tutors are often not being trained specifically to help students with learning disabilities and/or ADD. **The aim of this peer tutoring program, then, is to produce a quality video and handbook to train tutors and instructors in how to employ learning strategies developed specifically for**

technical students with learning disabilities and/or attention deficit disorder. In addition, instructional adaptations made by the college to assist the student with a learning disability should incorporate learning strategies cited as suitable for students with learning disabilities and/or students with ADD into academic tasks.

Peer tutors can fill the void from the lack of time instructors have to spend with each student. They can assist students with their self-actualization on a very personal and individualized basis.

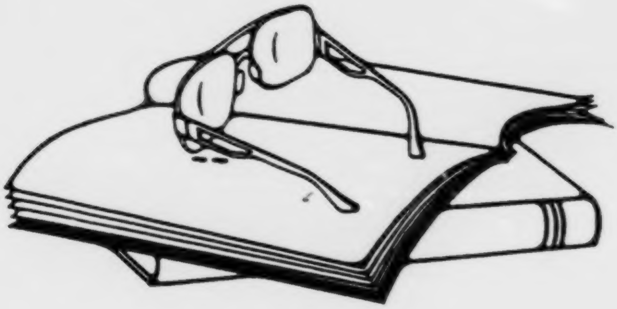
Due to these emerging trends in education, any institution can meet the challenge of helping students with learning disabilities with remediation that enables them to complete courses and programs. The aim of this peer tutoring program is that the appropriate interventions for students with learning disabilities will be selected, agreed upon and consistently used by all instructional personnel, including the tutors in the college's program. Use of the same interventions and consistent application of these interventions by all educators, including tutors, in all settings will greatly enhance the likelihood of student success in the educational environment (Stephen B. McCarney, 1989, p. 4). This expectation will demand that the peer tutors be trained by qualified professionals in the areas of learning disabilities, affective skills and study skills to better meet the needs of students with learning disabilities. Beyond tutoring in the subject area, the new focus of the peer tutoring program will address the real problem of each student, whether it be a learning disability, low self-esteem and/or a lack of experience in the current educational environment.

Successful students know how to study. Many students with learning disabilities fail in school not because they are lacking in intellectual ability, but because they do not know how to organize and assimilate the information they must learn. Study skills or learning strategies refer to the tools students use to absorb the material they are to learn. Generally, these skills are needed when students are not under the direct guidance of an instructor. Once again, peer tutors have an excellent opportunity to help students with learning disabilities while taking some of the pressure off of two-year college instructors. The peer tutors will need to train students to apply their own methods of studying when they complete assignments, participate in independent projects, engage in library research, prepare for tests and manage their time on task. In order to accomplish this task, peer tutors will need to be trained extensively in the key areas of study skills: time management; how to read textbooks; note-taking; and preparing for and taking tests as related to each student's style of learning.

HOW TO USE THIS HANDBOOK

There are many uses for this handbook: it can be used as a resource for administration and support services personnel regarding students with learning disabilities; it can be used to train and raise the consciousness of instructors regarding methods for dealing with their students with learning disabilities; it can be used as a quick-access directory of methods and exercises to be used in dealing with students' affective issues and study skills needs; and it is primarily intended as a resource manual for tutor trainers as they work with peer tutors who will be assisting students with learning disabilities.

The handbook is divided into various sections. The first section introduces learning disabilities in general and five specific areas of concern. The second section provides a number of methods for identifying and dealing with affective issues in students. The next section offers a number of specific study skills and tools students and their tutors can practice together. And finally, a number of appendices follow which offer information to specific groups regarding students with learning disabilities.



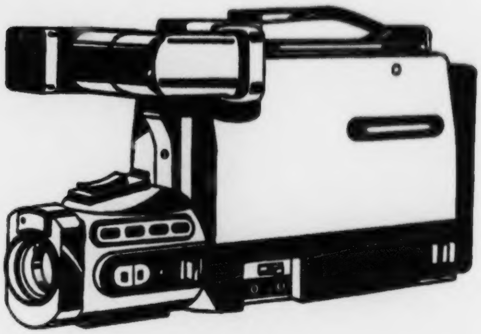
HOW TO USE THE VIDEO

Accompanying the handbook are two other resources: a video and a tutor packet. The video is divided into seven separate lessons, each of which deals with an issue or area covered in this handbook.

The tutor trainer, having reviewed the material in this handbook and previewed the video's seven sections should set up a program of tutor training corresponding to all or some of the sections of the video. Show the sections of the video; then, have the tutor trainees do the exercises in the tutor packet, and discuss their work. Also, any of the exercises and tools in the handbook which relate to the area being discussed should be reproduced and discussed together.

Each college's support services professionals should determine what parts, if not all, of the video, packet, and handbook resources to use, based on the needs of the students at each college, and tailor the training program around those needs.

A more detailed discussion of how to build a training program is continued in the following pages.



HOW TO BUILD YOUR COLLEGE'S TUTOR TRAINING PROGRAM

An explanation of the process TJC's EXCEL uses now may be of use as a reference and example for many colleges just starting their own peer tutoring programs.

Each long semester, instructors are sent letters to recommend students who would be good tutor candidates for EXCEL. After the peer tutoring office receives the recommendation letters, the eligible students are contacted by letter to see if they desire to become a peer tutor for EXCEL. The EXCEL tutoring program requires at least a 3.0 G.P.A., an A or B in the course they are going to tutor and that they are taking at least 6 hours of college courses. If they desire to become a tutor, they begin tutor training. Tutor training is held at the beginning of each long semester. The training consists of a 2-day workshop for a total of 6-training hours. In this initial training, tutors are trained in the following areas:

Day One:
- Purpose of Tutoring/What Is Tutoring?
- Mechanics of the Program at TJC
- Getting Started With Your Student
- Affective Skills Building

Day Two:
- Assisting Students With Learning Disabilities
- Learning Styles
- Study Skills
- Strategies For Specific Subject Areas

The other 4 hours of training are dispersed throughout the semester. The tutors come to a workshop once a month for 1 hour.

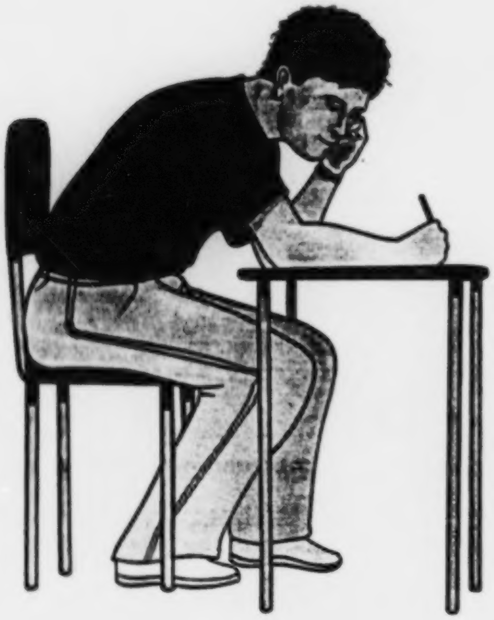
Each month there will be a topic addressed in the workshop that is related to tutoring. These workshops will include:

- The Tutorial Plan
- Diagnosis: Written/Verbal
- Bridging Cultural Gaps
- The Writing Process
- Tutoring ESL
- Social Sciences
- Instructors Giving Tips On Tutoring Their Courses
- Campus Safety Officer On Being Safe

The peer tutors also have individual conferences with the tutor/study skills manager as the need arises. These conferences are used to air their concerns and discuss their needs to better meet the needs of their tutees. Specific topics are addressed at the request of the tutor or tutee.

Tutors are also trained during the semester as the need arises. They are required to do a workbook with videos for 3 hours of initial training. Then they go through the regular training at the beginning of the next long semester.

Students come to the support services office to request a peer tutor. They are given a tutee card to fill out. After their card has been filled out and a service contract signed, they are given a computerized list of all tutors that are available for the courses they requested. It is then up to the student to contact the tutor and set up a time to meet.



Tutors are required to fill out a tutee record on the student(s) they are working with, a teacher preparation form to ensure they visit with their student's instructor, and a session data form. The last two forms are turned in to the support services office on a daily basis. The session forms are entered into the computer to record which student(s) were worked with and how much time was spent. The tutors are paid from the information recorded on the session forms.

The tutor/study skills manager prepares a monthly time sheet payable to the tutor. A hard copy of the time sheet is kept on file, and the information is also held on the data base for peer tutoring.

At the end of each long semester, a report is produced by the counselor/director of support services to show which courses received the most tutoring hours, how much money was spent out of each account, what the G.P.A. was for the students who followed through and for the students who did not, how many students received tutoring and how many merely requested it. This report is kept on file for auditing purposes. Evaluations are also given to instructors and students who were involved with the tutoring program. The information is tabulated and evaluated by the tutor/study skills manager. This report is also kept on file for auditing purposes.

LEGAL AND POLICY STATEMENTS

Schools implementing such programs may find it useful and/or necessary to incorporate legal and policy statements regarding the institution's commitment to its students with special academic needs. A copy of TJC's statement is included, below:

"Tyler Junior College will admit any person with academic potential to the general curriculum of the College if they can personally benefit from the instructional program offered. In addition, the College will strive to meet the post-secondary education needs of its students by restructuring existing programs or establishing new programs, where such programs will be of benefit to students. It is the full intent and purpose of Tyler Junior College that the employment, promotion, and retention policies of the College apply equally to all persons based upon their professional or work qualifications without regard to color, race, national origin, sex, age, religion, or condition of handicap. The director of personnel services has been designated as the affirmative action officer for Tyler Junior College. Any inquiries concerning equal opportunity employment practices should be addressed to this officer.

"The institution has made tangible commitments to continuing the services available to the target population through a suite of offices in the new student center and in the technology building. Also provided are utilities and basic office supplies. The employment of the counselors/directors of support services and placement services with institutional funds further documents the college's commitment to meeting the needs of this target population. The special population, outreach counselors and tutor/study skills manager are funded under the basic grant and available to expand services to the target population.

"If discretionary funds are not available, modified services will be provided through the basic grant. Specialized services will be coordinated and maintained through support services, such as: specialized career advising; personal and academic counseling; self-paced supplemental instruction for basic skills; free tutorial assistance; extensive agency referrals; and follow-up."

(Source: Tyler Junior College Policies and Procedures Handbook, Affirmative Action Plan).

AMERICANS WITH DISABILITIES ACT

What Is The ADA?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides freedom from discrimination for individuals on the basis of disability. The ADA extends civil rights protection for people with disabilities to employment in the private sector, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

The Americans With Disabilities Act (ADA) was passed in July 1990 for the purpose of ending discrimination against individuals with disabilities in the area of employment, education, public accommodations and licensing of professional and other activities. The ADA is the civil rights guarantee for persons with disabilities in the United States. The significance of this legislation for those with disabilities is no less than the civil rights acts in the 1960s for minorities. Post-secondary institutions that receive federal monies have been required to comply with a similar disability nondiscrimination law-Section 504 of the Rehabilitation Act of 1973. The ADA upholds and extends the standards for compliance set forth in Section 504 (Peter S. Latham, 1992, pp. 75-102).

Colleges and universities receiving federal financial assistance must not discriminate in the recruitment, admission or treatment of students. Students with documented disabilities may request modifications, accommodations or auxiliary aids which will enable them to participate in and benefit from all post-secondary educational programs and activities. Post-secondary institutions must make such

changes to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities (American Council On Education—pamphlet).

Who Are Individuals With Disabilities?

A person with a disability is anyone with a physical or mental impairment who has a history of such a condition, or who is perceived by others to be disabled, that substantially impairs or restricts one or more major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. The term physical or mental impairment includes, but is not limited to:

- speech
- hearing
- visual and mobility impairments
- cerebral palsy
- epilepsy
- muscular dystrophy
- multiple sclerosis
- cancer
- diabetes
- heart disease
- AIDS
- mental retardation
- emotional illness
- specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction and developmental aphasia.

Postsecondary institutions that receive federal monies have been required to comply with a similar disability nondiscrimination law—Section 504 of the Rehabilitation Act of 1973. The ADA upholds and extends the standards for compliance set forth in Section 504 to employment and promotion practices, meeting planning, and communications.

SECTION 504

What Is The Law?

Section 504 of the Rehabilitation Act of 1973 states that

> "No otherwise qualified handicapped individual in the United States shall, safely by reason of handicap, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance."

Who is Protected Under The Law?

A "handicapped person" means "any person who (i) has a physical or mental impairment which substantially limits one or more such person's major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment."

A "qualified handicapped person" is defined as one who meets the requisite academic and technical standards required for admission or participation in the postsecondary institution's programs and activities. Section 504 protects the civil rights of individuals who are qualified to participate and who have disabilities such as, but not limited to, the following:

- Blindness as visual impairments
- Cerebral palsy
- Chronic Illnesses, such as:
    - AIDS
    - arthritis
    - cancer
    - cardiac diseases
    - diabetes
    - multiple sclerosis
    - muscular dystrophy
    - psychiatric disorders
- Deafness or hard of hearing
- Drug or alcohol addiction (Section 504 covers former users and those in recovery programs and not currently using drugs or alcohol)
- Epilepsy or seizure disorders
- Mental retardation
- Orthopedic handicap
- Specific learning disabilities
- Speech disorder
- Spinal cord or traumatic brain injury

What is a Learning Disability?

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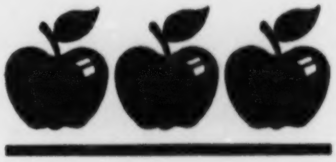
WHAT IS A LEARNING DISABILITY?

A learning disability (LD) is a permanent disorder which affects the manner in which individuals with normal or above average intelligence take in, retain and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain of the student with a learning disability. This disability is commonly recognized in adults with a learning disability as deficits in areas such as: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but no less troublesome, are problems in organization skills, time management, and social skills. Many adults with a learning disability also have language-based and/or perceptual problems.

The inconsistency of a learning disability can be frustrating. It may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, disappear during high school, then resurface in college. It may manifest itself in only one academic area, such as math or foreign language. Persons with learning disabilities often have to deal not only with functional limitation but also with the frustration of having to "prove" that their invisible disabilities may be as handicapping as paraplegia (Kathryn Barry, College Students With Learning Disabilities-pamphlet, 1983).

Further Attention Deficit Disorder, or ADD, is a recently identified problem with which two-year colleges are having to deal. It involves significant deficits in sustained attention and effort, inhibition of behavior, and the self-control or regulation of activity level that are developmentally appropriate for the person's age. The disorder also impairs the individual's ability to use rules and instructions to guide or govern his or her own behavior. As a result, those with ADD seem to be at the mercy of what is happening at any given moment, unable to work persistently toward long-term goals. Individuals with ADD have considerable trouble with planning, which produces serious problems in their ability to succeed in college and work and to manage the daily responsibilities of their lives. Although such problems can make life for and with these students quite difficult, there are many effective means of managing the behavioral deficits associated with ADD.



SOME GENERAL LEARNING DIFFERENCES

A LEARNING DISABILITY (LD) IS:

- a disorder which affects the manner in which individuals with normal or above average intelligence take in, retain, and express information. It is commonly recognized as a significant deficit in one or more of the following areas:
  - oral expression
  - listening comprehension
  - written expression
  - basic reading skills
  - reading comprehension
  - mathematical calculation
  - problem solving

  Individuals with learning disabilities also may have difficulty with sustained attention, time management or social skills.
- presumably due to central nervous system dysfunction.
- cross-cultural. It occurs regardless of racial or ethnic origin.
- often inconsistent. A learning disability may persist throughout life but the problems manifested may change depending upon the learning demands and the setting. It may cause problems in grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one academic area, such as math or foreign language, or impact an individual's performance across a variety of subject areas and disciplines.
- FRUSTRATING! Because a learning disability is not visible, teachers, parents, and peers often do not understand the challenges faced by individuals with learning disabilities. Consequently, many adults with learning disabilities often have to "prove" to others that their invisible disabilities are a handicap.

A LEARNING DISABILITY IS NOT:

- a form of mental retardation or an emotional disorder.
- primarily due to other handicapping conditions, environmental, or cultural influences. It may occur concomitantly with other handicapping conditions but is not the result of these conditions.

CHARACTERISTICS OF COLLEGE STUDENTS WITH LEARNING DISABILITIES

Many college students with learning disabilities are intelligent, talented, and capable. Typically, they have developed a variety of strategies for compensating for their learning disabilities. However, the degree of severity of the disability varies from individual to individual.

Individuals who come from divergent cultural and language backgrounds may exhibit many of the oral and written language behaviors cited below but are not necessarily learning disabled by virtue of this difference alone.

A. Reading Skills

- Slow reading rate/and or difficulty in modifying reading rate in accordance with material's level of difficulty.
- Uneven comprehension and retention of material read.
- Difficulty identifying important point and themes.
- Incomplete mastery of phonics, confusion of similar words, difficulty, integrating new vocabulary.
- Skipping of words or lines of printed material.
- Difficulty reading for long periods of time.

B. Written Language Skills

- Difficulty planning a topic and organizing, thoughts on paper.
- Difficulty with sentence structure (e.g., omissions, substitutions, transpositions), especially in specialized and foreign vocabulary.
- Frequent spelling errors (e.g., omissions, substitutions, transpositions), especially in specialized and foreign vocabulary.
- Difficulty effectively proofreading written work and making revisions.
- Composition limited in length.
- Slow written production.
- Poor penmanship (e.g., poorly formed letters, incorrect use of capitalization, trouble with spacing, overly large handwriting).
- Inability to copy correctly from a book or the blackboard.

C. Oral Language Skills

- Inability to concentrate on and to comprehend spoken language when presented rapidly.
- Difficulty in orally expressing concepts that they seem to understand.
- Difficulty speaking grammatically correct English.
- Difficulty following or having a conversation about an unfamiliar idea.
- Trouble telling a story in the proper sequence.
- Difficulty following oral or written directions.

D. Mathematical Skills

- Incomplete mastery of basic facts (e.g., mathematical tables).
- Reversal of numbers (e.g., 123 to 321 or 231).
- Confusion operational symbols, especially + and x.
- Copying problems incorrectly from one line to another.
- Difficulty recalling the sequence of operational concepts.
- Difficulty comprehending word problems.
- Difficulty understanding key concepts and applications to aid problem solving.

E. Organizational and Study Skills

- Difficulty with organization skills.
- Time management difficulties.
- Slowness to start and to complete tasks.
- Repeated inability, on a day-to-day basis, to recall what has been taught.
- Lack of overall organization in taking notes.
- Difficulty interpreting charts and graphs.
- Inefficient use of library and reference materials.
- Difficulty preparing for and taking tests.

F. Attention and Concentration

- Trouble focusing and sustaining attention on academic tasks.
- Fluctuating attention span during lectures.
- Distraction from outside stimuli.
- Difficulty juggling multiple task demands and overloads quickly.
- Hyperactivity and excessive movements may accompany the inability to focus attention.

G. Social Skills

Some adults with leaning disabilities have social skills problems due to their inconsistent perceptual abilities. These individuals may be unable to detect the difference between sincere and sarcastic comments or be unable to recognize other subtle changes in tone of voice for the same reason that a person with a visual perceptual problem may have trouble discriminating between the letters "b" and "d." Difficulties in interpreting nonverbal messages may result in lowered self-esteem and may cause some adults with learning disabilities to have trouble meeting people or working cooperatively with others.

WHAT HAVING A LEARNING DISABILITY IS LIKE

Consider what some students and their families who have experience with learning disabilities and schooling have to say about what they have been through.

RESPONSE FROM A STUDENT

Being LD is very tough. People look at you and say you don't have a handicap. But what they don't know is my handicap does not show physically. Instead they think I'm dumb. I have learned to cope with it very well. I've known since second grade, due to repeating it. Since I was small I've gone to private schools. This is how I found out about my LD. From there I started second grade again in a school called Shelton. This school is especially for learning problems. Finally in fourth grade they could not do much more for me, so I started fifth grade in public school.

I'm grateful for my mom. She has stayed beside me and believed in me always. This really helps me get through the frustrated days. She has always said give 100% of what I can do, no matter what grade I get she will be proud of me! My mom also took me to a therapist to get depression medicine. This was not just due to problems in my private life but also due to frustration with myself and not always believing I will get through the day. LD really puts a strain on you for everything. I've limits in certain areas. I still take medication, but I have learned not to give up in what I believe in. My mom has always pushed me to make sure I don't forget that. About a year and half ago my mom found out she was LD also. We always talk about what things I can and cannot do, this led her to get testing. She has lived with this many years and never thought about it. We both support each other now.

My problems relating to LD include the following:

- Memory (forget what's learned)
- Numbers
- Reading (complicated)
- Spelling (phonetic speller)

These problems have made life very hard for me. You really can't get far without them. The memory is the worst for me. I learn or study and the next day I cannot for the life of me remember all of what I had learned. Numbers in Math I started about a year ago to get them switched around. When you're taking a phone number at work its hard to say sorry boss it won't happen again. Reading has to be in a language for which I can translate in my own words otherwise it's useless to me.

Now the spelling can be put on the top also, my spelling is ferocious, thank goodness for computers!

Frustration is what you get with LD. People give you trouble about not believing what you have. Teachers think that you just don't want to do good even though you show them papers from Support Services. This isn't fair on my part, I not only give 110% but sometimes 120%, it still doesn't help. For example, I'm in a computer class which is moving very fast in Lotus. I understand Lotus basics but not the deep accounting part of it. Our teacher won't really help you, she will help certain people and tell you to look it up. Also, I don't do well on tests. One day she made a comment about people who didn't do good on her test, just didn't come to lab or do them. This is not true, I worked myself to death just trying to keep up.

In high school there is a test called TAAS, this test is required to get out of high school. But I was exempt since there was just no way I could pass it. I must of taken it four or five times before they even thought about me being exempt. But now I face a tougher task which is TASP, unfortunately there is no way for me to be exempt from it. The terrible part is the more I take it the more frustrated I become and the more madder at myself I get. I know it's not my fault I am this way but there are just those days. My mom has even talked about sending me out of state just so I won't have to pass the TASP.

I showed everyone who didn't believe in me by graduating my senior year at mid-semester. What a great feeling that was for me. I went to summer school every year so I could make this happen. I was behind a year anyway so why not make it only a semester behind. I started TJC in January 1994, this was the most scariest moment because mom can't fight my LD battles for me, only Rachel can. This gave me the strength that I needed to see that Rachel has to start thinking for myself and take care of problems by myself.

My tests are a terrible thing to look at. It's not me who doesn't want to learn, it's my memory that won't store it. Therefore, I get bad test grades and have a low average because of it.

Career planning has been a tough topic for me. Since I was small I wanted to do something in the medical field. When I was a junior I was in a health co-op, we worked in doctors' offices or related medical field. When I decided I wanted to be a Physical Therapist Assistant I started checking out schools. Austin Community College said I needed certain courses before but because of my personality that I would have a chance to get in. They base their requirements not just on grades but you the person. I came to TJC for just a start in basics not knowing where I would end up. From here my mom and I thought I could get a Radiology Technology degree, not what the director of Radiology told me. First I would have to pass TASP with good scores, then have a certain GPA in required courses, and a certain GPA in regular courses. Now how could I do that since I bombed the first requirement. It's just not fair. I worked so hard to prove I'm smart just not in books. I really have great common sense my mom taught me, that's all I really have to prove to the world. Because medical is so hard, I've decided to get a business degree and just find a job place where I will enjoy life for what it is. I can always volunteer my time to sick people. I really enjoy working with kids and old people.

The only way I make it through the day is to tell myself I can do anything I put forth an effort to do. I won't give up just so people will think I can't do it. I have gone through tough times and the world needs not to be a place of judgment of the brain but of the smartness of common sense will come in handy more than life itself.

Help has come from many places besides my mom. In junior high school there was Content Mastery (CM), they would read anything to you or just help you understand more than the teacher could. This was a great thing for after school help as well. My school counselor was a great helper who would check up on me to see how I was doing (a good person to talk to about problems.) In my junior year is when I was introduced to TRC, they put me through testing and decided to help me with college. But for the most part, help is in Support Services which is Mrs. Stanley. I don't visit very often but when I do things get taken care of.

In my life I have met many supporting people from mom to teachers that support me no matter what grades I get as long as I show them that all my effort is taken to active.

RESPONSE FROM A STUDENT

As a student with an "invisible disability," I have encountered many obstacles during my attempt to receive an education. I wanted an education which would allow me to be a competitive member of the work force, to realize my potential, and that would allow me to make a contribution to society. I am a student with multiple disabilities. I was born with Attention Deficit Disorder, Auditory Processing Disorder, Visual Perception problems, Dysgraphia, Dyscalcula, and other physical disabilities. Despite the fact that my disabilities hampered my ability to learn, and made it difficult for me to perform on routine examinations, I

was not given any kind of special accommodations until the second semester of my senior year in high school, and even then, my school records do not indicate that I was LD/ADD, much less give instructions on adapting curriculum to my specific needs. Because of this, I felt hopeless and was even preparing to drop out upon my 16th birthday. My desire to play in the school band was what kept me in school. Neither very many teachers nor did very many administrators offer to help an obviously bright child adapt to ill-suited curriculum. All too often, I was seen as simply lazy, inattentive, or just plain stupid. Not only do resources need to be available, but schools need training on how to use them, and where they are. This is because Learning Disabilities and Attention Deficit Disorder are often overlooked and there are still many misconceptions about the disabilities themselves, and the students who have them. One of the first obstacles that I have to face is prejudice. This prejudice, despite being legally discouraged, is still very prevalent. This prejudice is shown in the teacher's attitude towards the student. This attitude is even worse because to the student, teachers are authority figures, and schools are the representative model of education. Therefore, whatever is expressed by them, must be correct, or so it seems to the student. This can be embarrassing and humiliating to the student. For example, while I was still in grade school, I often experienced this in the form of insults and cut-downs, often in front of the other students. Teachers do this instead of trying to understand, or simply adjusting. In front of the class, my teacher would embarrass me by calling me stupid, ugly, insignificant, disruptive, etc. This damaged not only my self-esteem, but also my self-confidence, and would ultimately affect my ability to compensate for my disability. This is just an example of the impact that teachers and schools have on students. LD/ADD students are also often not given helpful strategies on how to deal with the social aspects of having a disability. This undermines the students' ability to learn how to interact in a social environment, since they do not know strategies on how to deal with the inevitable curiosity and teasing of others.

Another problem that I have encountered is the unwillingness on the part of public school systems to adapt challenging curriculum to my special needs. Many schools assume that if a student has a disability, then she would be unable to handle higher level thinking, or more challenging course work. Because of this misconception, I wasted a good deal of my grade-school career in low-level or vocational course work. It was simply assumed that because of my disability, I had absolutely no hope of ever even getting into college, much less ever working for more than minimum wages. This was assuming that I could ever work or live independently at all. I feel that colleges, such as TJC, need to make an effort to show disabled students that there is a light at the end of the tunnel, and that there are as many opportunities open to them as there are to "non-disabled" students, and that their contributions are equally important. Many LD/ADD students have a very low frustration tolerance, and yet need to overcome an astonishing amount of obstacles. The student feels overwhelmed, and can start to doubt his/her ability to accomplish what needs to be done. All too often, the struggles of a student with an "invisible" disability are underestimated. She hears comments such as "If you only tried harder," or, "Even an infant could understand this ... so why can't you?". She can feel isolated, and as if no one understands what she is going through. The way I dealt with these problems was that I started doing research on my own. I went to bookstores and bought books on learning strategies for students with LD/ADD. I also started networking, trying to find others with similar problems, trying to find out how they coped with it. Then, I set small, attainable goals for myself, which eventually led to a goal of attending college. Finally, I went to a teacher who had a resource book. This resource book listed colleges and universities who had programs for students with Specific Learning Disabilities and Attention Deficit Disorder. The authors listed Tyler Junior College as a school with an exemplary program. That is how I ended up here. I am a sophomore student. I have at least two more semesters to complete here. I would like to see a good program for students with LD/ADD implemented at four-year universities.

This essay reflects my growing up in a school system which is hostile to disabled students. I hated school and had no self-esteem nor self-confidence. The way that I succeeded in school was simply by deciding that no one was going to take my dreams away from me. I went through a lot of blood, sweat, and tears, but I am now on my way to fulfilling my dreams of bettering myself, and somehow making a difference in society as a whole.

PROBLEMS:

I. MISUNDERSTANDINGS RELATED TO:
  A. Why I needed accommodations
    1. Wouldn't extended time on tests help everybody?
  B. Why aren't I in "special", developmental classes?
    1. Aren't all disabled students retarded/mentally slow/hard-of-hearing?
    2. Aren't "regular" and "honors" courses too difficult/fast-paced for students with disabilities?
    3. It would simply take up too much of my (the teacher's, administrator's, etc.) time and energy to integrate this student into other classes.

    4. The disabled student would be disruptive and be unable to adapt her behavior to my set of class room rules.
    5. Money spent on "learning-disabled" students is a waste of resources. We should just concentrate on educating the "smart" kids—they are the ones with potential. ADHD/ADD/LD kids have no potential.

C. "LD/ADD" is simply an excuse to garner special treatment and to avoid your work and responsibilities.

RESPONSE FROM A PARENT

My two sons both have Attention Deficit Disorder. Because my youngest son was diagnosed at an early age, we were able to make modifications early enough to make his learning experiences easier. It was much tougher for my oldest son.

It is very important that the tutors understand that these young people are usually very bright, and are almost always eager to learn. But they do need almost constant reinforcement. Disorganization is one of their biggest problems. If someone can show them the best ways to organize their studies, starting with their daily calendars, they will do much better.

If these students can be active participants in class, they are usually better able to stay focused. Short intense study sessions worked best for us. My sons rarely had "problems" they had disasters. No mole hills, only mountains. This is very common with ADD. They often have problems seeing the whole picture. A syllabus will probably "blow" their minds at first.

Often times in class it would be necessary to shorten his assignment. For instance, in math, if there were 100 problems on the exam, he might only have to do every other one, being graded on quality of his work rather than the quantity. Short intense study sessions work best, tackling one small block of information at a time.

If they had projects to do, it worked much better if they were teamed with someone who was more disciplined. My sons were both always team players and wanted to do "their share" of the work. If the projects must be done on their own, perhaps their tutor can help them go through their daily agenda books and mark not only the day that something is due, but several days in advance of the deadline. Sometimes, marking their calendars with each step to be done and setting aside the time well in advance would work.

One thing is critical: patience—and they do require a lot! It is not that they are intentionally disruptive; often they simply cannot help themselves. We had fewer problems when the teacher made an effort to establish a relationship with my son. He worked much harder at staying in focus.

Specific Learning Disabilities

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DYSLEXIA

DEFINITION

First it must be established that dyslexia is not a single syndrome. It is a multifaceted problem. Like the word "disease" it refers to a broad category of problems.

Those who have dyslexia (dys=disability, lexia=reading) vary from slight to profound difficulty in learning to read, just as persons having a disease are ill in varying degrees. Dyslexia has multiple causes and many different manifestations.

CAUSES AND/OR HISTORY

Dyslexia is found among all races and among every social class. However, the prevalence of the problem and the proportion of the causation differ among different social levels of any given race.

It has no relationship whatsoever to intellectual level, being found among gifted, normal, and slow learners, and even among the mentally retarded (though in that case it is termed mental retardation rather than dyslexia).

In almost all cases, it is caused by an injury to the central nervous system. It is usually the result of a problem during pregnancy or birth or an injury or disease in childhood. It occurs more among members of lower socio-economic classes because of a frequent lack of adequate pre- and neo-natal medical care, as well as frequently insufficient day care, which can lead to a high rate of injury. The after effects of these factors can often lead to dyslexic syndromes. Again, however, dyslexia occurs in every social class and racial group.

There is also an hereditary factor involved in a few cases. In one longitudinal 15 year sample, the proportion of children in which dyslexia had been in the family as a neurological defect for three or more generations was .003%. There are also birth defects associated with the eyes and ears that will certainly make the possibility of difficulty in reading greater, whether or not this is later termed dyslexia.

In a very few cases, less than 1% in one study's sample, there may be birth defects within the nervous system. Chromosome defects such as Down's Syndrome and many other less common ones will cause problems with reading. However, if so diagnosed, each is called by its appropriate name, i.e., Down's Syndrome, not dyslexia.

Injuries to the brain, caused by auto accidents, gun shot wounds, bad falls, and surgical procedures, or course, cause problems in reading; again, these problems may either be seen as injury-related or labeled as dyslexia.

The most common precursors of dyslexia occur before or during the birth of the child, and are drugs, viral diseases, bleeding or false labor, X-rays, Rh factor complications, and kidney or liver infections or malfunctions.

During childhood, severe or chronic ear infections, infections of the nervous system (Meningitis, Encephalitis, etc.), oxygen deprivation and falls are prime causes of neurological insult.

Epilepsy has many varieties, most of which correlate positively with dyslexia. Some can be both cause and effect in neurological damage.

Dehydration caused by vomiting and diarrhea, severe anemia, prolonged convulsions and fevers above 104 degrees also cause some instances of dyslexia.

In childhood, if there are uncorrected binocular or visual acuity problems or problems in hearing, the brain does not receive sufficient sensory stimulation and does not develop normally. Even if the vision or hearing is corrected during Elementary school or self-corrects, the brain is past its critical growth period and these sensory avenues will never be what they might have been. Hearing deficiencies usually also cause speech problems.

CHARACTERISTICS AND SYMPTOMS

The characteristics of dyslexia are exactly the same as they would in the case of any mild insult to the nervous system. The student may:

- be hyperactive;
- be hypoactive (lethargic);
- have problems writing legibly, or
- have problems writing in a straight line;
- have trouble transferring his or her thoughts into any kind of writing (dysgraphia);
- have trouble keeping his or her place on the page, usually as a result of a binocular coordination problem (controlling and coordinating the movements of the two eyes);
- have visual perception problems, which makes the images unstable—sometimes the letters reverse or invert or change sequence;
- have fine motor control problems; and/or
- have, very commonly, visual memory or auditory memory problems or both. They do not learn slowly. They learn at a normal or rapid rate and master the material. They simply forget overnight. This is also very commonly seen in older persons, whose nervous systems have begun to show just slight deterioration.

Students with dyslexia may, in addition to these problems, have an unusual number of "just visual" or auditory discrimination problems. Dr. Beverly Young reports that one mother in her clinic told her daughter, "Honey, you just got burn eyes."

During any one semester, the number of reading disability students in that particular clinic who have vision problems numbers from 80% to 99%. They usually, also, have more than one problem area with which to deal. In a research study done in the public schools, among 19 students who were to be retained because of reading problems, 18 had at least 2 uncorrected visual problems each, even though they had tested satisfactory in the usual school screening.

ASSESSMENT AND DIAGNOSIS

Assessment at the college level is rather straight forward. The absolutely first hurdle is to determine whether the student has adequate vision for 3-4 hours of close work and sufficient hearing for understanding lectures from the back of an auditorium, especially if the lecturer is wearing facial hair that hides his lips from view. Many students use lipreading to aid hearing and are not aware of doing so. No other testing is valid in the absence of this information.

The second problem is to determine whether the student actually has dyslexia (defined as normal or above intelligence with a specific disability in reading). An individual IQ test should not be given before it is ascertained that the subject can hear the administrator and see the print and illustrations. A group of IQ tests is not valid if the student has a reading ability of less than 4-6 grade level.

If the students IQ level is above 90, then evaluation of specific reading skills is the next step. However, if the IQ level is that of a slow learner or below, vocational counseling should be instituted with the young adult. Formal academic studies may not be the most advantageous path to pursue, although if there are no college entrance requirements, it is the student's decision.

SOLUTIONS AND STRATEGIES

The problems experienced in college course work are simply the logical results of the above disabilities.

As a general rule, the hyperactivity/hypoactivity level modifies at puberty until it is within a range that the student can control. However, that range of control may still be far shorter than the 4-5 hour attention span of most college students. In this case, the student needs to plan shorter study sessions, interspersed with an activity which releases tension for that particular person. Shooting baskets, jogging, swimming, playing the piano or other musical instrument, some type of art work, (painting, clay modeling, sculpturing and weaving), working out with weights, or playing a fast game of hand or racquetball, etc., are effective for different people.

For the students with an assortment of writing, spelling, and memory problems, learning **note taking and use of the word processor and spell check is absolutely critical.** In the case where the notes are fairly **illegible**, the transcription of the notes to the typed hard copy **must take place** before "the notes get cold," i.e., **before the student forgets what she/he wrote.**

All the students that have any sort of reading disability should have their vision checked by an **optometrist who specializes in working with binocular coordination problems.** This particular specialty is not common; finding such a specialist will require some inquiry and checking on qualifications and success rate.

With college-age students, it's almost always too late in their physical development for visual therapy or, in most cases, even surgery to aid vision. In most cases, they will have already made whatever adjustment in visual processing that they will make and perhaps have even lost the vision in one eye.

However, many are still attempting binocular vision. If they are, a prescription for glasses that contain a prism for slightly turning the image from one eye, may make a significant difference in the length of time that they can read with out **extreme** fatigue.

All students with reading disability should, also, **be checked for Scotopic Sensitivity Syndrome** as many have multiple vision problems and SSS causes **exactly the same symptoms** as dyslexia. There is almost always a subgroup within the reading disabled population who have SSS, and adding the proper tint to their lenses helps these specific students immensely.

For the students who definitely have memory problems, the program should emphasize retention and mnemonic techniques. The most basic law of retention is that the greater the number of different associations or neutral connections with a fact or idea and/or the greater number of retracings (repetitions), the stronger the neural pathway becomes and the greater the probability of being able to retrieve (remember) the information. Madaline Hunter refers to this as the degree of original learning. Her films on learning are a great help to both students and instructors in this regard.

The ability to recall is very similar to a giant spider web. The greater the number of webs attached to a spot or the thicker the strands of the web, the greater the probability that the spider's "lunch" will not escape. Relating new ideas to previously understood and experienced concepts is comparable to many webs or memory traces attached to a new thought. Retracing or strengthening the web is comparable to repeated drills, which reinforce the student's success.

Main ideas, if they are well understood, are almost never forgotten because they attach to so many real life experiences. This is the basis, for instance, of using a setting or synopsis when studying a story during an English class. (A setting should include not only the original situation, but the problems and the goals which are present in the setting of the story and which relate to the main characters—and therefore to the students, as well). On the other hand, comparatively isolated facts are forgotten very quickly unless drilled on many, many times with as much meaning as can be instilled in them, i.e., 4+3=7.

When there is a need to memorize lists of items or ideas, artificial associations (mnemonic devices) may be used advantageously to establish a "web" for retrieval, i.e., Every Good Boy Does Fine for remembering E.G.B.D.F., the lines of the treble staff, or MADD for Mother Against Drunk Drivers. Sometimes pictorial associations are also helpful. Further, learning which involves more than one sensory pathway, i.e., vision and touch, hearing and vision, makes a stronger retrieval system than one modality alone.

Utilizing both hemispheres of the brain more fully also is particularly helpful to persons with some degree of learning disability in one or the other hemisphere. For example, for people with weak visual memory (whole word, right hemisphere global memory), use of a very structured sequential technique which draws heavily on the left hemisphere functions is usually most successful.

Conversely, when memorizing facts is unduly difficult, adding the visual image of concrete materials (right brain function) is usually helpful.

If a student is highly gifted in logic and reasoning ability, but has poor visual memory, the use of a system is best, i.e., when multiplying by ten just add a zero, when multiplying by nine, add a zero and subtract by the multiplicand, when multiplying by eight, add a zero and subtract by twice the multiplicand, etc.

Without going into great detail as to why it occurs, the **spacing or timing of review** is also a critical factor in retention, particularly in skill learning and literal comprehension. When one is beginning to learn a skill, or a fact, or instill a habit, practice must be for short periods of time (because of fatigue) and frequently spaced, usually several times a day.

After the skill or learning has been established at the desired level then practice **should be systematically spaced out with longer and longer time periods between practices** to prevent loss of the level of function, or retention of the fact.

Dr. Dale Jordan, in his book *DYSLEXIA IN THE CLASSROOM*, has probably best phrased the five principles most necessary in teaching students with learning disabilities. They are:

a. Self-fulfilling prophecy. Students tend to accomplish what the teacher **really expects** them to accomplish.

b. What is most important for the student to learn? What is absolutely critical? **Start with what is critical.**

c. Students with neurological malfunctions/dyslexia function very poorly, if at all, under pressure. The anxiety of pressure causes overloaded and stresses neural pathways to simply short out. It is a similar phenomenon to being frozen motionless with fear. Therefore, when teaching reading disabled students, **relax the pressure**. Set realistic goals, expect work to be completed, but adjust the quantity or schedule.

d. Many dyslexic students have auditory perception problems and can not neurologically screen out competing stimuli. Auditorily, this means voices, footsteps and pencil sharpeners. Visually, this means the colorful bulletin board, the cars passing outside the window, and other students passing nearby, as in the library.

Therefore, the place where the student attempts to study must be as quiet and as visually calm as is necessary for the pupil to concentrate. Open libraries are the enigma of the student with LD. He/she must use a study carrel, and keep it simple and quiet. Often these students play music while they study. This seems to be a contradiction, but in reality, the music is used to drown out extraneous noises.

e. Lastly, because a large percent of dyslexic students have visual memory dysfunctions (whole word memory problems), the use of phonics and structural analysis skills (auditory modality) will be of enormous help to them, if they do not already have these skills.

Lastly, improved test taking strategies, comprehension and critical thinking ability, and increased vocabulary are a boon to **every** student, dyslexic, normal and gifted alike. Many dyslexic students will have a small vocabulary available to them because of their limited reading in years past.

Further, when preparing for a test, dyslexic students should practice reading test questions very carefully, not assuming what is not said, eliminating extraneous information, reading every item very carefully and "psyching out the instructor," (For this student especially, getting to know what kinds of questions that particular professor asks, related to content, details or main ideas, and trick questions is probably worth at least one letter grade.)

COMPREHENSION AND CRITICAL THINKING

The following skills usually comprise comprehension at the critical thinking level:

1. making generalizations,
2. summarizing,
3. predicting outcomes,
4. examining cause and effect relationships,
5. distinguishing fact from opinion,
6. identifying different propaganda techniques,
7. comparing and contrasting,
8. determining the value of writing to the reader,
9. authenticity of material, and
10. determining the purpose or position of the author.

The primary concept which a teacher must keep in mind is that asking several literal questions following a story is not teaching comprehension. It is TESTING comprehension. Testing, in itself, as in testing for mastery in order to plan for the next step of instruction for reteaching, can be extremely useful; however, it should **not be misconstrued as teaching.**

Another factor to be considered in teaching comprehension is the skill of the teacher in formulating and timing questions. Questions asked prior to reading direct the readers' thoughts and understanding of the relative importance and relationship of ideas being read, therefore increasing comprehension. However, these prior questions must be general or broad in nature, because if they only concern factual details, the reader may well ignore the broader and deeper relationships and simply skim for a specific fact, thereby decreasing general comprehension. For example, the question, "Why did the family have to wait until morning to start?" is much better than "What did the family ride in?" This pre-questioning by the instructor forms the foundation for the SQ3R (scan, question, read, recite, review) method, or the many offshoots of this strategy, which should be used at college level for comprehension. Below are some "question stems" which have been adapted from *Bloom's Taxonomy.* When applied to specific reading material, the resulting question will normally be at the level indicated.

WORDS AND EXAMPLES FOR USE IN FORMULATING QUESTIONS

Consciously choose the category you wish for questioning. College students should be taught to recognize these stems.

1. Literal and Informational Questioning
    - a. Who
    - b. What
    - c. When
    - d. Where
    - e. How
    - f. How much
    - g. Describe
    - h. Which
    - i. Define
2. Implications and Interference
    - a. Implicit in this statement is the idea that ______________?
    - b. What does this indicate that the author believes or assumes?
    - c. What was the motive?
    - d. What is the premise?
    - e. To teach logic
        - (1) Fact 1—She was wearing a coat.
        - (2) Fact 2—Coats are worn in cold weather.
        - (3) Conclusion—Weather must be cold so it is in the Winter. (What other possibilities exist? in the far North, or high in the mountains, or person was ill or chilling, or the coat was new and she was showing it off and was too hot.)
3. Fact or Opinion (remember, both may be true)
    - a. What proves that this is a fact?
    - b. How do you know that this is or is not a fact?
4. Compare and Contrast
    - a. Compare this ideas with ____________________?
    - b. How does this contrast with the feelings of ______________________?
    - c. This process is similar to ______________?

d. Make a distinction between ____________ and ______________.

e. What inconsistencies, fallacies, or consistencies appear?

f. Which is more important, more logical, valid, appropriate, inappropriate, etc?

Classifying and Analogies/Multiple Comparisons

a. Air is to a bird as ______________ is to a fish?

b. Five is 15 as 3 is to ____?

c. Thomas Jefferson is to the Declaration of Independence as Abraham Lincoln is to the _______________?

d. Smelting is to iron as _____________ is to rough diamonds?

e. Find the error(s) in _____________.

f. Judge which ______________ on the basis of ________________.

5. Cause and Effect

a. What created this situation?

b. What was the effect of _____________ and how do you know?

c. What was the result of _____________ and how do you know?

6. Prediction or Application in a New Situation

a. Judge what the effects would be if __________.

b. What would or might the result be if ________?

c. Tell how much change there would be if ___________.

d. If you did _______________________ and then ________-_______________, what do you think the results would be?

7. Summarizing and Synthesizing

a. State a rule, formulate a theory.

b. Summarize.

c. State in your own words; in one sentence; in one paragraph.

d. Write an abstract.

e. Make another or new story; plan; design; problem using this idea. (combination of 6. and 7.)

There is a great difference among students as to how rapidly they think. If the instructor always calls on the first volunteer, the slower thinking students will never get a chance to think the problem through, so their comprehension will not increase. Speed of response also is likely to result in a more superficial responses rather than deeper, more involved inference or critical thinking. If the instructor names the person to answer the question before the question is asked or before allowing thinking time, the other students will usually go on temporary "vacation" and not have the advantage of repeated practice with inferencing and other critical thinking skills.

Questions involving a concept from the reading applied in a different circumstance, or a more complex situation, increase comprehension as do questions which identify limits of a concept or special circumstances in which the concept would or would not be valid, as in: "When does adding not increase the quantity?"

Terminology, that is vocabulary used in asking questions and discussing concepts, should be consistent between textbook, teacher-made materials, standardized test materials and oral discussion. Use of different "languages" is sure to reduce comprehension and introduce confusion and frustration even in a situation where comprehension may have actually been satisfactory.

When receiving an answer to a comprehension question, always have the pupil explain why or how he knew. Right guesses are worthless and "wrong" replies are often really correct, just unexpected or based on a different line of thinking. If the response was really incorrect because of faulty information or lack of facts, then the student deserves to learn why it was unacceptable. An uncorrected response does not increase comprehension.

VOCABULARY BUILDING

At the college level, the most critical vocabulary is the course specific vocabulary used in each academic discipline. If the student can be taught to keep a list of words that are unclear to him/her, these can effectively be taught by a tutor for that subject area.

Students usually grasp understanding much better from some examples (not just one) rather than from a definition. Looking them up in the dictionary seldom gives a sufficient explanation for complete understanding.

Further, time spent on determining the main idea (neither too broad or too narrow) is often helpful, particularly when the main idea isn't specifically stated.

EYE SPY: DECODING DYSLEXIA

As you read these words, your visual system is performing an astounding feat. Your eyes are receiving new images every 250 milliseconds or so, flitting across the page, and yet your brain must see individual letters and words fixed firmly on the page. To make matters more complicated, your visual system, as it accomplishes this task, processes information down two major pathways: one, very quickly telling you the location of the letters on the page; the other, a few milliseconds later, providing details about the shapes of the letters.

Now imagine if that synchrony between the two pathways is missing. Such disharmony may, in fact, be what dyslexics experience. Their rapid visual system operates a tad slower than optimum, and the result is that words appear to slide around on the page.

"Most dyslexics will tell you that they have normal vision," says neurobiology professor Margaret Livingstone. "It's only when they read that things tend to jump around and that's probably because reading stresses the rapid-fire, right order of the two systems. It's one of the few things you do that requires the visual system to operate quite so rapidly. So if the fast part of your system is slowed down, you're in trouble."

For the past few years, Livingstone has been doing pioneering research on identifying vision-processing problems that may cause dyslexia. She is hoping that this knowledge will ultimately provide the basis for a vision exam that would identify those at risk of dyslexia at a very early age, before these children begin struggling to learn how to read.

The two vision-processing pathways are known as the magnocellular and parvocellular systems. The magnocellular system reacts very quickly and is sensitive to motion and slight differences in contrast. The second pathway, the parvocellular system, operates more slowly and handles color and resolution of fine detail.

A SNAKE IN THE GRASS

From an evolutionary standpoint, there is good reason why the magno system might operate at quicker speeds than the parvo system. Picture a monkey in the bush. Below, a snake hidden in the grass (low contrast) moves slightly. The monkey needs to respond to that information in a hurry. But if it is a banana in a tree that the monkey is looking at (color and fine detail), then the message need not be processed so quickly.

Like most seminal works, Livingstone's investigation into the cause of dyslexia began with a hunch. She had been studying the two parallel vision systems from a basic research point of view, when it occurred to her that a flaw in these systems might be "what goes wrong in dyslexia." In a conversation with Dean Daniel Tosteson, says Livingstone, "he said, 'Why don't you test your hypothesis with a neurologist?'" Livingstone took Tosteson's advice but was turned away by the first neurologist she approached, who, she says, told her, "Don't be silly, it's a language problem." The next, Albert Galaburda, chief of the behavioral neurology unit at Beth Israel, said "Well, it's supposed to be a language problem, but sure, let's test it."

CUTTING DYSLEXIA OFF AT THE PASS

Two years later Livingstone and Galaburda published research showing that dyslexics, in fact, respond more slowly than normal to low-contrast images. This suggested the dyslexics' magno systems weren't operating at normal speeds. Moreover, when Galaburda looked at the brains of dyslexics at autopsy, he found that neurons within their magno systems were smaller than normal. Further, he says, "there was a slight distortion in the arrangement of the cells in the magno system."

Livingstone and other vision researchers have yet to determine precisely why this abnormality in the magnocellular system causes dyslexics to perceive words as thought they were sliding around on the page. One possibility, Livingstone says, is that because reading is such a fast task, the magnocellular system simply isn't operating quickly enough to define the location of the letters.

A second possibility, which one of Livingstone's graduate students, Stephen Macknik, is investigating, is that dyslexics don't suppress information from the magno system while their eyes move from spot to spot. The magno system should deliver information only when the eyes are fixated, and then shut off as the eyes are moving to a new target. If the magno system doesn't shut down, the continuous stream of information about the location of the letters might become jumbled.

Livingstone and Galaburda are now hoping to use their findings as the basis for a diagnostic test. A biotechnology firm in has already built a portable machine that can be used to identify whether a person's magnocellular pathway is operating at normal speeds. Livingstone is investigating the possibility of taking this machine into Boston-area school and using it to identify as early as possible children who are at risk of being dyslexic.

"We could go into a school and do a vision test on every child, a blind study, and then go back and see how good the correlation is" between the vision test and reading abilities, says Galaburda.

At the moment, parents have to wait until their child is nine or ten years old before a diagnosis of dyslexia is made. If an otherwise bright child struggles with learning how to read and falls two grade levels below, says Livingstone. "That means you are in fourth or fifth grade already. So you've already go a history of bad schooling, and you probably hate school. If we can do early diagnosis, we can start giving kids phonetics training early on."

TESTING THE VALUE OF ROSE-COLORED GLASSES

Livingstone hopes further research will also help to solve the mystery of one of the more unusual, and controversial, reading aids for dyslexics: colored lenses. Since 1983 California psychologist Helen Irlen has been marketing red and blue non-prescription eyeglasses to dyslexics, a type of treatment that has led some to criticize her as a charlatan. But many dyslexics swear by the lenses.

Livingstone believes the colored lenses may be useful because they heighten the contrast between the letters and the background, thus altering the timing differences between the two systems. Other researchers have shown that the nerve cells of the high-speed magno pathway are inhibited by diffuse red light, suggesting that a blue filter, which would remove the red light, might enable a dyslexic's magno system to work at a proper speed.

"Some people have come to me and sworn that wearing these glasses has changed their lives," Livingstone says. "I've tested some of these people, and there are instances where we do see some differences. So I don't understand it, but, with additional funding, I'm going to continue to test them."

DYSGRAPHIA

DEFINITION

The ability to express one's ideas in writing is considered by many to be the highest and most complex form of human communication. To be able to write well, an individual must be able to translate his or her thoughts into carefully sequenced words and to record those words onto paper.

Broadly defined, dysgraphia is an impairment in the ability to write. Originally this term was used to describe the physical inability to put letters or words on paper. The concept of dysgraphia is now often expanded to include any serious processing problem with writing. Specific areas of learning disability included in dysgraphia are spelling and written expression.

One of the best indicators of dysgraphia, whether in isolation or in combination with other difficulties, is the inability of the individual to copy what he/she sees, whether it be geometric designs, letters, numbers, or words.

CAUSES AND/OR HISTORY

Dysgraphia or learning disabilities in writing involve neurological processing problems and are more than a lack of either motivation by the student or good instruction by the teacher or tutor.

Writing disabilities are usually "secondary" disorders that are the results of a "primary" disability in visual processing, auditory processing, or a combination of the two. But a writing disability could also be the result of a memory disability or a reasoning impairment, or could in fact be the only disability the individual possesses.

Scientifically speaking, dysgraphia is classified as one of three "disturbances" in writing. The other two, recall deficits and formulative/syntactic deficits, have to do with the inability of the individual to get his/her "thoughts" on paper, to arrange his/her writings in a logical order, and/or to spell words correctly. Recall deficits and formulative/syntactic deficits are usually secondary disabilities that occur due to a primary disability in visual processing, auditory processing, or a combination of the two.

Dysgraphia, however, is a disturbance of the ability to learn the appropriate motor patterns for the "act of writing." The problem may be so severe that pencil grasp cannot be achieved or may be so mild that the individual's writing simply looks immature and awkward. Dysgraphia is a highly specific problem and may occur in the absence of any other learning disabilities. Therefore, technically, clear-cut cases of dysgraphia are not commonly encountered. They are more frequently found in combination with spatial organization disorders and other visual-motor disorders. The learning disability known as dysgraphia, then, includes any disorder which restricts a student's ability to record his/her thoughts clearly in writing.

Even a superficial description of the writing task emphasizes its complexity. For a student to put a personal experience into written code or writing, that person must pull the event from memory storage, hold the memory in mind, and order the events of the memory in sequence and relationships. Then the person must recall the language or words on paper. Next the correct form of each letter must be selected as well as the proper composition of the letters and their sequence. This process description does not include such things as punctuation, capitalization, or the many other grammatical requirements of writing. As one can see, the integration of mind, eye, and hand is infinitely complex. Individuals with neurological processing problems in any area are greatly handicapped in accomplishing an acceptable written product. Problems with any form of language, such as listening, speaking and reading, will be reflected in the written form. Thus, dysgraphia is frequently present with other learning disabilities such as dyslexia.

CHARACTERISTICS AND SYMPTOMS

The first characteristic that usually grabs one's attention in dealing with students with dysgraphia is that an individual with a writing disorder usually excels in expressing him/herself verbally. In fact, in an attempt to "get out of" writing a paper, he/she will frequently offer to do the paper orally.

The student with a writing disorder will frequently do quite well in school until required to produce written essays, book reports, and so on. Then, his/her complaint is often, "I know what I want to say; I just can't write it down on paper!" This writing disability has two components: the production and formation of written material and the use of proper syntax or grammar in writing. The two components are usually affected simultaneously. In some students it appears that the ability to "get their thoughts on paper" and produce writing are limited more than syntax, probably because the written production consists of very short, uninspired sentences with little opportunity for syntactic complexity.

When these students have to write, their work (if finished) will usually be comprised of short, concrete sentences that may or may not flow in a logical sequence. In class, written papers by these students will be relatively short, will be difficult to understand, and will have numerous misspelled words. This student will also find it difficult, if not impossible, to take notes in class and will have extreme difficulty with essay tests. Students with writing disabilities have been known to be absent from school on the days essay tests are given, especially if the make-up test is not an essay test.

Students with a writing disability perform poorly on essay tests and short answer tests. Even if they **know** the answer (and usually they do) the instructor will not see evidence of their knowledge in their written answers. Yet, when asked to orally explain what they wrote, they usually provide exactly the answers the instructor was trying to elicit. These students will have trouble filling out employment applications, financial aid/scholarship applications, and creating resumes. They will also have difficulty taking notes in class, recording directions to a given assignment, and spelling words correctly on a consistent basis.

For a student with a severe writing disability, writing is a consistently horrific experience. Even after the student has learned how to "work around" his/her disability, he/she will become agitated when faced with a writing assignment. And, finally, this student will procrastinate every time he/she has a writing assignment and will put the paper off until the last possible moment and will then write a very shallow, "hurried" paper.

Specific characteristics that may be manifested by individuals with dysgraphia include:

- extremely poor handwriting;
- handwriting that frequently appears to be very immature; awkward or incorrect pencil/pen grasp;
- overt actions to "get out" of writing assignments;
- slow, laborious reproduction of numbers and letters; or
- a tendency to print, since cursive writing requires a great deal more eye-hand coordination than printing does.

Dysgraphic individuals will have trouble copying letters, numbers, and/or words from a chalkboard or overhead projector screens. In most cases the student will still be trying to copy the beginning numbers or letters/words and the instructor will either be explaining the last things that were written on the board or will already be erasing the beginning information to make room for new information. In either case, the dysgraphic student will be unable to keep up, and as a result will record very little of what was written on the board.

Another big trouble spot frequently occurs in English classes. Here, the dysgraphic student will usually be unable to finish an in class writing assignment. The student will spend so much time trying to write "legibly" that the content of his/her writing is sparse and ill-conceived. On top of that, many times the instructor will be unable to tell whether the student spelled words correctly, as the writing may be just "sloppy" enough to hide misspelled words (or correctly spelled words, for that matter).

In mathematics, this student may have answers on problems marked wrong simply because the instructor cannot read the answer, or the student may record the numbers sloppily on his/her "scratch" paper and, when unable to decipher what he/she wrote, the student works the problem with the numbers he/she "thinks" are there.

Students with dysgraphia cannot express what they know in writing because of what is lost in the process of writing the text. However, they often can express themselves well orally. This may be one of the major ways of understanding this disability. Thus, a learning disabled student may:

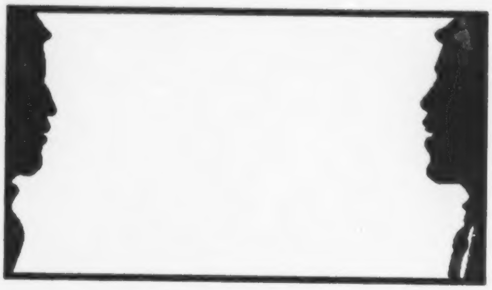
- have a remarkable vocabulary but be a poor speller;
- discuss abstract concepts but not comprehend syntax;
- have excellent ideas but be unable to distinguish commas from periods.

Also, there may be an unevenness of performance in writing of several paragraphs or within one paragraph. It seems that the person may intellectually know what to do, but his/her written product is inconsistent. Examples are:

- a person that spells a relatively simple word six different ways in one paragraph, or
- a student who often misspells his or her own name.

As previously stated, the actual learning disabilities involving writing are in spelling and written expression. These may be seen as separate disabilities. A person with a disability may not be able to spell but can use correct organization and grammar to write good prose. Conversely, the person learning disabled may spell well but cannot write a simple letter. Often both disabilities are present.

Of course, any problem with written expression creates severe difficulties with college success. All students, even those with learning disabilities, are expected to write English essays, research papers, and discussion questions tests. Students who cannot organize their ideas, comprehend punctuation, or identify incorrect spellings are at a tremendous disadvantage in college.



ASSESSMENT AND DIAGNOSIS

Psycho/educational testing should have been prior to tutoring in order to establish the presence of the learning disability. What the peer tutor needs most is to find specific patterns in problems that can be the focus for tutoring sessions. There are two accessible areas to consider when looking for these patterns. The first is to ask the student about his or her writing. Remember: this person has been living with the disability all of his or her life. This is something the student has struggled with again and again. Often the student can verbalize specific areas where he or she consistently has trouble.

The second way of identifying patterns of problems is to look at several pieces of writing done by the person. A single sample of writing is rarely sufficient to define the depth of a problem. Sometimes a checklist of things to look for is helpful. This allows the tutor and student to focus on one thing at a time and find a pattern of errors. These are some of the things to consider in looking for a pattern.

- Text Organization:
  - Are the ideas presented in an organized manner?
  - Is there a format of main ideas and supporting details for each paragraph?
- Grammar:
  - Does the student have a pattern of omitting or adding words to sentences?
  - Does he/she use correct word endings—plurals, tense?
  - Are there sentence fragments?
  - Are there run-on sentences?
  - Do the pronouns agree with antecedents?
- Spelling:
  - Does the student confuse the order of letters?
  - Does he/she omit or add letters to words?
  - Does he/she reverse letters?
  - Does he/she miss words with regular spelling?
  - Does he/she miss words with irregular spellings?
  - Does he/she misspell word endings?
- Punctuation:
  - Does the student capitalize the first letter of every sentence?
  - Does the student capitalize proper names?
  - Does the student put punctuation at end of sentences?
  - Does the student confuse commas and periods?

This is not a comprehensive listing, but it can assist in finding mistakes. The important thing is to find **patterns** of mistakes. From the pattern, the tutor can begin to help the student identify the problems and decrease the errors.

If a more standardized assessment is required, a diagnostician/psychologist should administer the Digit Symbol subtest of the Wechsler Adult Intelligence Scale-Revised (WAIS-R).

SOLUTIONS AND STRATEGIES

Students with learning disabilities tend to reread their written work less than other students do. Many are quite frustrated when attempting to proofread their work because their writing and spelling make it so hard to read. Also, these students may not be aware of the errors they make or their need to revise. Therefore, feedback such as "Proofread your paper" or "Watch the grammar" will be of little help. For the students with learning disabilities, these statements are too vague. These students cannot seem to change or even find their writing problems without specific assistance.

For most students with learning disabilities, tutors should begin their assistance with their assessment of students' writing where they identify one or two specific patterns of errors in written language. Then the tutor will help the student proofread for each specific error. For example, the tutor will read the student's writing sample to see if each sentence has been punctuated correctly. After that, the tutor and the student may read the essay again to find if all pronouns agree with antecedents. The tutor will need to be able to explain and illustrate the rules of grammar usage and do this repeatedly and with patience. The tutor must remember that the student has a learning disability with processing written information. Improvement will not come easily.

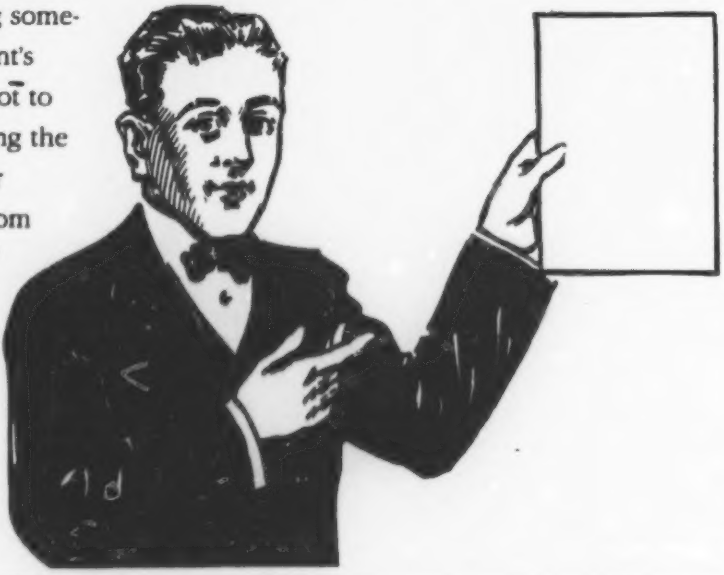
There are a few specific tips that have helped in the past. For problems with spelling, the tutor may encourage the student to rewrite a word as it is being said. Doing this several times may assist getting the spelling into permanent memory. Others trace words on sandpaper or some other rough texture. One authority advocates tracing words with both hands in order to imprint the word on both hemispheres of the brain. In addition, some tutors have found mnemonic devices helpful in assisting memory. For example, the spelling of city is "it" with a "c" at the beginning and a "y" at the end.

For problems with mechanics, a problem area could be highlighted and checked for correctness. For example, all verbs in a paper could be highlighted and then the tutor and student could check them for correctness. Some teachers have used a *yellow pencil for commas and red for periods, associating those colors* with yield and stop signs when driving.

Students with learning disabilities are to be allowed some accommodations. These are decided upon by the support services counselor, teacher and student. Accommodations for writing disabilities center around making the writing process easier for the student or for modifying assignments so there may be no "writing" component. Students with the most severe forms of dysgraphia may be allowed to dictate an essay to a scribe. Yet they still must organize the verbal material in their mind and recognize if it has been written correctly.

Using a word processor is a great help for some students with a learning disability. Allowing the student to complete all writing assignments outside of class may be helpful, as well as allowing extra time to complete writing assignments. Also of some help is having the student write with either a pencil or fine point felt-tipped pen; both implements have points that create "drag," thereby slowing the student down and allowing him/her some extra control over the writing instrument. This student should **never** try writing with a pen that has a roller-ball point and should never take tests utilizing a "scantron" test form. And finally, this student would profit from using a tape recorder to record lectures so that he/she does not have to struggle through attempting to take notes. Also, in the absence of a tape recorder, assigning a note-taker to take notes for the student is also helpful. The student could also use the tape recorder to record papers instead of "writing" papers.

Still further suggestions for instructors and administrators include having a consistent format for all papers and assignments, allowing someone else to edit the student's paper for mistakes (but not to correct the paper), allowing the student to present his/her paper orally, refraining from assigning strictly "in-class" writing assignments, allowing the student to take tests orally, and allowing the student to have someone to edit his/her answers on essay tests.



DYSCALCULIA

DEFINITION

Traditionally, mathematics has included both verbal and written symbols that communicate such concepts as quantity, size, order, relationships, space, form, distance, and time. Some think of math as a universal language where numbers are used as convenient devices that enable people to think, record, and communicate concerning elements and relationships involving quantity.

Dyscalculia is the learning disability associated with the inability to comprehend numbers or use them in working mathematical problems, as if the numbers were the letters in words of a foreign language.

CAUSES AND/OR HISTORY

Disorders of math were first described in adults who had lost the ability to calculate after cerebral damage or disease. The term "dyscalculia" was used to refer to these acquired deficits. Since then, the definition of dyscalculia has been broadened to include a range of math disabilities. For the learning disabled, problems in math calculation and math reasoning are believed to result from central nervous system dysfunctions. Within these are subsumed a large variety of perceptual and processing disorders.

Most authorities limit their discussion of specific disabilities in mathematics to distinguishing between problems related to performing the various arithmetic functions or operations, and the problems related to comprehending the basic concepts that underlie mathematical proficiency. However, an arithmetic disability is frequently a "secondary" disability, resulting from a "primary" disability such as a visual processing disorder, a reasoning disorder, a memory disorder (short or long-term memory), or an abstract reasoning disorder. There are also many individuals who only possess an arithmetic disability. Arithmetic disabilities range from mild to severe and, as with other learning disabilities, no two individuals (with the same disability) exhibit the same traits.

CHARACTERISTICS

Because there are such an array of processing disorders, the student with a learning disability in math may display a variety of characteristics. The number and severity of the characteristics vary with each person. For example, the person with a learning disability in math may fail to understand mathematical principles and processes. Numbers may seem to be a confusing jumble with no meaning. Word problems are a puzzle and the abstractness of algebra is lost on the student with a learning disability. Many have spent years memorizing arithmetic facts, rules, and theories which have been of little value because they are unable to relate them to experience. In addition, processing problems with lower level skills results in failure at the higher level due to the interrelatedness of math. More specific problems may include difficulty with mentally picturing shapes. The learning disabled student may not be able to quickly distinguish differences in shape, size, depth or length. Some have such a severe problem that they must read the word "nickel" or "dime" on a coin to identify it. Others have problems estimating distances and judging relationship or space. Related to this may be the inability to read graphs and maps.

In all cases, the student with an arithmetic disability will be below grade level in mathematic abilities. Arithmetic disabilities will also show up in nonacademic areas. For instance, the individual with an arithmetic disability will have trouble balancing a checkbook, making change, and arriving on time for appointments. He or she may also have difficulty with telling time and may have little sense of musical rhythm.

Other people with dyscalculia cannot look at a series of objects and count aloud; they cannot retain the auditory sequence while simultaneously following the visual pattern of the objects. Some cannot quickly identify the number of objects in a group; they must always count objects, or they may not be able to look at groups of objects and tell which has a greater amount.

There are other students with a learning disability that experience severe difficulty with orientation. These students do not know the difference between right and left nor do they have a sense of direction. Thus they have difficulty in left-right discrimination in calculation, following the sequence of algebraic operations, or following directions. The fact that different tasks are done from different directions adds to the confusion. Reading words is left to right and top to bottom, but direction of operations in math varies with the specific type of problem. For example, numbers are read from left to right, but place value is read in both directions depending on the placement of the decimal. Given operations of addition, substraction, multiplication and division are worked from right to left based on place value.

Conservation of quantity is another major problem area. For the student with a learning disability, who does not comprehend the stability of quantity, arithmetic is meaningless. Conservation of quantity means that a person recognizes that a unit of 15 objects can be arranged and divided into many groupings and the values remain constant, similar to a cup of water which, when poured into a flat dish, represents the same amount in a different form.

Finally, many important arithmetic skills are influenced by memory disorders that are associated with learning disabilities. Many math facts are acquired by rote learning or memorization. But memory disorders may prevent some learning disabled students from relying on memory. This may also prevent the student from transferring or using what he/she knows to a new situation. Frequent deficits in auditory memory handicap the student so that the person with a learning disability cannot follow oral directions, cannot retain a story problem when presented orally, and cannot benefit from totally oral instruction.

For this student, any course that uses numbers, numerical concepts, or mathematic functions anywhere within the curriculum will be all but impossible. Even if this student can "memorize" the relationship between the auditory and visual symbol, he/she will not be able to "do the math" using the numbers. The student with dyscalculia also may have a lack of musical abilities as music is based on mathematic progressions.

So, this student will not only have trouble in mathematics classes but also in statistics, accounting, computer, nursing medication courses, etc. In essence, he/she will have trouble in any class that uses mathematics either consistently or at some junction of the course work. For a student whose arithmetic disability is resulting from a visual processing disorder, we would expect papers with transposed numbers, missing numbers, too many numbers, sloppy alignment and so on. From an individual with an abstract reasoning disability we would expect an inability either to grasp algebraic concepts or to be successful in logic classes. If an individual has a memory disorder as a "primary" disability, then we would expect that individual to understand and comprehend numbers and number concepts at the time of explanation but not ten minutes later (if a new concept is being taught) or two days later, and so on.

ASSESSMENT AND DIAGNOSIS

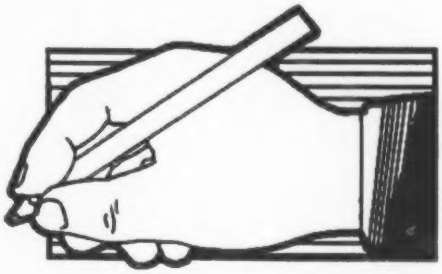
Because other learning disabilities can affect math progress, tutors and teachers must first determine if a student is having problems in math because of writing or reading problems or because of disturbances in quantitative thinking. If the student has dyslexia, a learning disability in reading, he may have problems with number recognition such as confusing 6 and 9 because his perceptual system rotates the number. But that student may have the concept of the number and can do math functions. So a student with dyslexia may not have dyscalculia. True, there are some students that have both disabilities. But other students with dyslexia are gifted in math. Those with a true learning disability in math may not remember instructions, be able to revisualize numbers, form written numbers, nor retain concept of quantity or shape. The dyslexic may be able to do these things but not read the word problem.

To help the learning disabled student, the math tutor must observe how the student computes or works through steps in figuring out answers to math problems. Therefore the math tutor, himself, must know these steps in order to diagnose problems. The math learning disability may be in basic math calculation or math reasoning or both. Tutors must be alert to problems in both areas. To do this the tutor should do the following with a series of math problems or possibly with the student's homework.

- Have the student work several problems starting with the easiest problem first.
- Have the student explain what he or she is doing out loud as the student solves the problem. The student is to talk about how he does each step and how he arrived at each answer.
- Do not assist the student and do not rush the student.
- Make notes of what the student can and cannot do. Note if the student misses simple facts or confuses the entire computation. Be very specific about types of problems.

Although the specific error patterns of each student must be considered individually, it is helpful to be aware of some of the most frequently seen errors. The following are the basic patterns of these errors.

- Wrong operation. The student did not watch the signs.
- Errors in computation. The student may not know the basic facts. Many have difficulty with multi-step problems as multiplication and division of whole numbers. Also, basic operations with fractions, decimals, percent, as well as alignment, regrouping and placeholders give many students problems.
- Defective strategy. The student uses the wrong problem solving patterns or skips steps or uses the wrong order.
- Random answer. The student seems to have no rationale for giving an answer.



In working with students, tutors must never assume what the student does and does not understand. Each minute aspect of problem solving must be explored to make sure there are no deficits or misunderstandings.

SOLUTIONS AND STRATEGIES

Students with learning disabilities frequently feel overloaded by college tasks. So the teacher and/or tutor assisting a student with a math disability must expect that person to be confused and bewildered in math classes. As with other disabilities, the student with a learning disability is often frustrated. Highly intelligent students who work very hard and consistently have serious academic problems or failure understandably become very frustrated. Teachers and tutors must be aware of this and be prepared to work with the learning disabled student with patience, understanding and encouragement.

Assisting students to verbalize their work as they solve problems is believed to be one of the most successful ways for helping learning disabled students. Many are not skilled at monitoring what they do, so having them talk out the steps of a problem increases self-awareness of what they are doing and of errors. Also, verbalizing adds the auditory learning modality to strengthen understanding and retention.

After problem areas have been identified by assessment, the tutor or teacher will need to model how to solve that specific problem. In modeling, the tutor solves problem for the student and verbalizes or talks through all the steps during the process. The student watches and asks questions. Then the student attempts a problem and talks about each step in detail as he works the problem. If the tutor notices a minor error he mentions it and he and the student discuss the error. If there is a misunderstanding of the process, the tutor models it again until there is understanding. This modeling procedure is also used when introducing new concepts and procedures. The teacher or tutor models and talks through the steps of each new process until the students understands and the students does the same to demonstrate understanding.

If confusion persists, various cues can be used to indicate operational procedures. For example, a blue dot can be put above numbers to show starting point for calculation and arrows drawn to show the direction to work. Charts can be made to show step-by-step the procedures for each process. Some students have made and kept detailed instruction for doing multiplication and division to help know the sequence of steps to follow. This works well for algebra, also. Later the cues can be reduced and charts eliminated. Also, creative use on mnemonics has helped many. One student stated that he would have never passed math if he had not been taught the mnemonic sentence "**P**lease **E**xcuse **M**y **D**ear **A**unt **S**ally". Notice the first letter of each word is the same as the order of operations in math—Parenthesis, Exponents, Multiply, Divide, Add and Subtract.

When working with specific problem areas, the tutor may identify areas that the student needs to review in order to progress to the next level. There will be students that have not mastered facts. Multiplication facts seems to be the most common area where mastery is lacking. Concrete materials as buttons, beans, match sticks—things that can be manipulated and arranged—can be used if the student does not understand the concept. If the concept is understood but the student has problems with remembering the facts, putting them on cards for drill may be helpful. With fractions, the tutor may have to cut paper circles or squares into fractional parts to demonstrate the concept. A number line also is useful in understanding concepts of size and operation. For some students it is invaluable to understanding negative numbers and operations with negative and positive numbers.

Students experiencing problems with place value may benefit from using an abacus or trading chips to concertize or visualize the process. For example, blue chips could represent 10's and red chips represent 1's. Trading 10 red chips for 1 blue chip may assist in understanding place value and, later, regrouping. Related problems of place value may be difficult aligning numbers. Using graph paper often helps students to place the numbers in the correct position.

Appropriate accommodations, like functional limitations, are tied to finding out what the "primary" disabilities are underlying the arithmetic disability. However, in general, a student with an arithmetic disability may benefit from being:

- allowed to use graph paper to align numbers;
- allowed to use fact sheet and/or charts (such as a multiplication chart), provided instruction on the appropriate sequence or hierarchy of steps, provided with large print tests with large work areas adjacent to each problem;
- allowed to color-code the test (different colors for different operation signs), provided with extended time to complete tests; and
- allowed to use a calculator, and/or allowed to use manipulative to assist in learning abstract concepts.

Counseling the student with dyscalculia into a major that does not utilize numbers and numerical concepts would be another major accommodation that needs to be in place for this student. If possible, any mathematics courses would need to be waived or substituted. Usually, abstract reasoning of the student with dyscalculia is still intact, so a course such as logic could be substituted for algebra.

The student with a disability in math may be a challenge for the math teacher or tutor. However, appropriate instruction and modeling, coupled with plenty of practice and patience, will assist those with dyscalculia to be successful in math classes.

SCOTOPIC SENSITIVITY SYNDROME (SSS)

DEFINITION

Scotopic Sensitivity/Irlen Syndrome is a sensitivity to light that can cause discomfort or distortion when working with the printed page. This is not a problem with vision but a problem of perception. A person may have 20/20 vision yet experience visual distortion due to glare or light bouncing off the page. Difficulties can range from mild discomfort, fatigue, and difficulty sustaining attention when working with written materials to the more severe problems of words blurring, moving or disappearing from the page.

CAUSES AND/OR HISTORY

Since Helen Irlen's identification of SSS in the 80's, there has been a limited amount of solid research devoted to the topic, largely because no major grants were available.

The fact that using various shades of tinted lens corrected the problem was the starting point. It was rather like an aspirin easing a headache; no one knew why it worked, and there was even a great deal of discussion, particularly among Optometrists and Ophthalmologists, as to whether this cure actually existed or was merely a hoax.

As time went by, it became clear that it was an affliction restricted largely to blonds. The more blond they were, the greater the probability was of their also having SSS.

About 1991, a study came out of the Harvard Medical School indicating that there were actually slight physical differences in the eyes of the population having SSS and those of a control group.

In response to these data, Dr. Beverly Young hypothesizes that:

1. since the vast majority of persons having SSS are blond;
2. the ancestors of most blonds originated in the land of the Midnight Sun (Scandinavia, Northern Germany, and Scotland);
3. the majority of the SSS pupils need a blue-green or blue-gray filter; and
4. SSS appears to be totally unrelated to color vision; then SSS is a result of the adaptation of the eyes of people living in the northern European countries whose descendents then migrated to southern, sunnier regions and who therefore have trouble in adjusting their sight. For persons who have traveled in far North, it is not the Midnight Sun that is most striking. It isn't very bright or hot, like the sun near the tropics. Rather, it is the several months of twilight and the several weeks of darkness that really impress one.

It would appear, then, Dr. Young argues, that if our human ancestors have lived in these areas of semi-darkness for thousands of years, long enough for a marked decrease in the pigmentation in their **skin and hair** that it became very blond allowing more sunlight to pass through, it would have **also have been long enough** for adaptations in vision; vision which would allow clear vision in dim light, similar to the adaptation of the underground cave fish which have lost vision completely.

The inverse of this would mean that the eyes of those descendents might not still be able to accept the brilliant light of modern day florescence and tropical sun. Hence, colored lenses (which eliminate the offending brilliance) correct the problem.

However, Dr. Young also believes that when the whole truth is known there will be additional causes for SSS, as she has known a very few brown haired children who required rose overlays to see clearly. As we understand more about SSS, we will find more than one type of deficiency, each with its own particular cause.

CHARACTERISTICS AND SYMPTOMS

The predominant characteristic of SSS is that the letters dance and move on the page. They may also smear and look unclear or parts of them smudge, disappear, or reverse. This is exactly the same description that Dyslexics describe. There seems no doubt that many so-called Dyslexics are actually persons with SSS.

Some characteristics and issues related to SSS can be seen in that students

- understand but can't read the material and/or do written work;
- have poor comprehension;
- are slow in reading, often word-by-word-reading and frequent re-reading;
- omit words, lose their places while reading;
- prefer to work in dim lighting;
- can't do paper work (read, write, math) without frequent breaks;
- squint, rub eyes;
- complain of headache, eyestrain, nausea;
- complains of boredom, drowsiness;
- misread words, reverse/transpose letters, copy numbers wrong;
- possess poor handwriting/spelling;
- work well for a time, then their work quality deteriorates or they seem to lose interest/concentration; or, they
- avoid paper work.

ASSESSMENT AND DIAGNOSIS

Assessment for Scotopic Sensitivity Syndrome requires a recent vision examination by a Optometrist and Ophthalmologist to correct any visual problems. The Optometrist and Ophthalmologist may or may not believe there is such a thing as SSS. If vision is corrected by a prescription, the lens must not be hardened or coated.

Next the person being evaluated must be screened by a Licensed Irlen Screener and then referred to a Center which fits the correct tint of lens.

SOLUTIONS AND STRATEGIES

It has been found that using colored pieces of plastic (filters or overlays) diminishes the amount of offending light waves bouncing from the page, thus reducing the visual distortion. However, individuals have to be tested to find if the filters help and which color is most beneficial. Some people have additional testing so they can be fitted with tinted glasses. This requires special testing different from the filters since the light refraction is different. Often the lens color is not the same as the filter.

If the whole problem is SSS, being fitted with the lens corrects it **immediately**. If part of the problem has been that the person has always had SSS and, therefore, did not learn to read well, then remedial reading instruction will need to follow being able to see the print.

Some steps to follow are:

1. Refer to Scotopic Sensitivity Screener; Diagnostician Support Services should have a list of screeners available, or contact the Irlen Institute for screeners in your area. (This is not an Optometrist or Ophthalmologist.)
2. If Irlen filters are recommended, have student use them for all paperwork.
3. Try color tinted writing paper to see if that helps for writing and math.
4. Colored overlay can be taped over computer screen if needed.
5. Allow student to work in dimmer lighting. Wearing a sun visor or cap helps in some cases.
6. Allow frequent breaks.

ATTENTION DEFICIT DISORDER

DEFINITION

Attention Deficit Disorder (ADD) is the latest name given to a clinical syndrome of symptoms which typically include inattention, impulsivity, distractibility, and possibly hyperactivity and aggression.

According to the Diagnostic and Statistical Manual of Mental Disorder—Fourth Edition (DSM-IV), the onset of symptoms must have been present before the age of seven years old in order for the symptoms to be classified as ADD. In addition, some impairment from those symptoms must be pervasive in at least two settings, such as at home and at school or at work. There should also be significant evidence of impairment in social, academic, and occupational functioning.

Although children were thought to have outgrown ADD by the time they reached puberty, current research indicates that a significant proportion (70%-80%) of diagnosed children continue to manifest ADD symptoms throughout adolescence and adulthood. ADD occurs in 2%-5% of the school population, but some authorities estimate the prevalence is closer to 10%. The condition is more common in boys, with experts reporting three to nine boys to every one girl.

CAUSES AND/OR HISTORY

Although there is no one definitive cause of ADD, the commonly suspected causes have included:

- heredity,
- biochemical imbalances,
- lead poisoning,
- thyroid dysfunction,
- chromosomal abnormalities,
- birth trauma,
- fetal alcohol syndrome, and
- neurological immaturity.

Heredity appears to represent the most common identifiable cause of ADD. A positive family history of ADD symptoms is a common finding. Research supports the theory that the neurotransmitters dopamine and norepinephrine are implicated in brain chemistry studies of comparisons of ADD and non-ADD individuals. Some experts also suggest a relationship between lead ingestion with learning and attentional problems. While some studies indicate a possible link of ADD to thyroid functioning, others suggest a link to a family history of alcoholism in which the offspring of adult alcoholics exhibit symptoms characteristic of ADD.

Historically, ADD was defined as a hyperkinetic disorder whose main component was extreme overactivity. Through the years, research strongly supported the core of the problem as one with inattention and distractibility rather than hyperactivity. A series of diagnostic labels developed: ADD with or without hyperactivity; attention deficit hyperactivity; ADD, undifferentiated type (without hyperactivity); ADD, residual type (ADD in adults). Current diagnostic subtypes include: ADD/Hyperactivity Disorder, Combined Type, which include symptoms of inattention, hyperactivity, and impulsivity; ADD/Hyperactivity Disorder, Predominantly Inattentive Disorder, Predominantly Hyperactive-Impulsive Type, which include primary symptoms of hyperactivity and impulsivity. The appropriate subtype for a current diagnosis should be indicated based on the predominant symptom pattern for the past six months.

CHARACTERISTICS AND SYMPTOMS

Symptoms of ADD are first observed in individuals by the age of three or four years. Current prevalence estimates of individuals diagnosed in childhood ranges from six to ten percent. It was previously believed that children would outgrow the symptoms of ADD by adolescence, but recent reports have acknowledged that one half to three quarters of those diagnosed in childhood continue to have symptoms into adulthood.

ADD in adults has come to be recognized as a legitimate diagnosis. Most experts on adult ADD concur with the following definitions of adult ADD: a childhood history of ADD which includes chronic ongoing disturbances in:

- organization,
- underachievement,
- procrastination,
- tenacity with tasks,
- verbal impulsivity,
- distractibility,
- search for high stimulation,
- intolerance for boredom,
- problems with self-esteem,

- inaccurate self-observation, and
- a tendency toward addictive behavior.

A low frustrational tolerance and a hot temper are also indicated. Students with ADD frequently experience difficulty:

- focusing attention when listening, reading, or writing;
- concentrating or sustaining attention for even short periods of time;
- dealing with organizational or sequential tasks; and sustaining effort to lengthy tasks

This difficulty sustaining attention often interferes with long-term memory storage; and causes adult students to lack in background knowledge. Students who experience these kinds of problems throughout their academic experiences often develop learning differences in reading or written language of math calculation.

ADD includes symptoms of impulsiveness, distractibility and inattentiveness, aggressiveness, intrusiveness, and destructiveness. It is often accompanied by hyperactivity, which may be expressed as purposeless motor behavior or fidgety gestures. The hyperactive motor behavior is variable, but virtually all individuals with the disorder have cognitive and/or social problems due to the inability to focus attention and to control impulses or modulate behavior.

According to Dr. Ned Hallowell's Diagnostic Criteria for Attention Deficit Disorder in adults, childhood symptoms had to have been present. Many of the symptoms that were present in childhood continue to persist in adults; for instance:

- poor organizational and time management skills,
- a tendency to put off initiating tasks, and a tendency to "zone out" of conversations, lectures, and homework.

Many adults with ADD have tremendous difficulty getting or keeping themselves organized; for example,

- remembering appointments,
- balancing their checkbooks,
- cleaning their apartments or houses,
- paying bills,
- keeping track of time,
- procrastinating to avoid unpleasant or boring tasks, and setting priorities.

It is frequently reported by a number of adults with ADD that they will start numerous projects concurrently, but never really complete any of them. They commonly state that they are not working up to their potential and that they could and should be performing at a higher level. Verbal impulsivity, or "foot-in-mouth" disease, may be evidenced. They may say whatever comes to mind without first thinking of the social consequences of what they have said. Other signs of impulsivity may be demonstrated in impulsive shopping, abruptly changing plans or jobs, or taking risks in relationships. Many of these individuals have a low tolerance for frustration and become impatient with the slightest provocation. Instability of moods may be present: the adult with ADD may be prone to mood swings, as well as varying degrees of depression and/or anxiety. This individual may be quick to anger; he/she may be described as moody, and at other times, nervous. In those individuals who were hyperactive as children, it is fairly typical for the hyperactivity to decrease with age. However, some adults may still exhibit fidgetiness such as finger-tapping, leg-swinging when sitting, pacing, or frequent shifting of positions when sitting. Many adults with ADD have fragile self-esteems because of unfulfilled dreams and negative feedback from their families and teachers for underachievement.

An understanding of the characteristics of ADD in adults is essential in understanding the multitude of problems it creates for students in their abilities to function within the academic parameters of college.

Just as there are generic academic expectations of college students, there are assumptions that students at the college level have a certain level of maturity in which they can adequately take notes, organize their homework, set priorities, manage their time, study what they need to study, and generally take charge. College students with ADD typically have limited success in these abilities. Subsequent emotional and academic repercussions are demonstrated in their struggles to keep up their grades, relate positively to their peers and families, reduce their frustrations, plan ahead, and uphold their self-esteems.

ASSESSMENT AND DIAGNOSIS

Diagnosis of ADD includes behavioral observations of the symptoms and careful assessment to rule out other causes. To determine a diagnosis, most professionals include a battery of tests to determine intellectual ability, learning aptitude and current levels of achievement. Many ADD individuals will demonstrate above average intellectual potential and learning aptitude, but due to interference from the disorder they will demonstrate significantly lower academic achievement.

The first step in the diagnostic process is to find a physician, psychiatrist, psychologist, or licensed professional counselor who is knowledgeable in the field of ADD. A thorough diagnostic interview is imperative from the individual as well as his or her spouse, friend, or parent. Important categories of information include family, academic, social, emotional, developmental, psychiatric, work, medical, independent and self-care, marital, legal, and substance abuse. It is crucial to administer a comprehensive assessment in order to rule in or out other conditions that can mimic ADD or co-exist with ADD. Although there is no one test that determines the presence of ADD, a global evaluation is necessary to make a valid diagnosis. Psychological testing can detect additional diagnoses such as learning disabilities, mood disorders, and/or personality disorders.

SOLUTIONS AND STRATEGIES

Once a diagnosis is made, a multimodal treatment plan is crucial: medication is typically recommended depending on the symptoms; academic modifications are made if need be to insure academic success; self-management skills must be learned, including coping, organizational, and time management, self-advocacy training; and ADD education is needed, including suggested literature on the topic.

Treatment for ADD most often includes a combination of medication therapy and behavioral therapy with environmental modifications. It is important that medication therapy be supervised by a medical professional who is most knowledgeable about those medications most often used for ADD. Behavioral therapy is important for the development of compensatory behaviors and for the restoration of lost self-esteem. It is often necessary to seek professional help for the development and implementation of a behavioral therapy plan. Environmental modifications may include a variety of adaptations to help the ADD individual cope with symptoms that interfere with the task at hand. An example of an environmental modification is given below.

A. Difficulty taking notes and sustaining attention to lecture.

1. Tape record lecture and listen to it several times.
2. Ask the professor to make a copy of his or her lecture notes.
3. Borrow and copy notes from another student.
4. If instructor follows text when lecturing, learn to highlight and make marginal notes in text during class.
5. Develop a system for taking notes that involves a few key words and phrases and recopy and fill in details immediately after class.
6. Forget about notes and listen with interest. Some individuals can listen better if not expected to divide their attention between writing and listening.
7. Review lectures with friends and collaborate to complete detailed notes.

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If is often difficult for an ADD student to find the system that works best for him/her. It requires trial and error and the guidance of a patient tutor to develop individual modifications that are effective. It is important to develop a study routine that works and to apply it consistently.

The recognition of ADD in adults by parents and professionals as well as an increase in media attention to adult ADD have contributed to the growing interest, understanding, and support of adults with ADD.

Some other strategies to take are:

1. **Planning**: Scheduling a realistic load of classes is essential. If the student is not an early riser, a logical suggestion that could eliminate the temptation for tardiness and/or absences is to schedule first classes at an appropriate hour that relates to that individual's body clock. It is also important to strive for a daily balance between more difficult classes and less time-consuming ones. It is imperative to have a weekly/daily/monthly planner in which to write down all assignments, daily chores, and appointments. Make a daily list, prioritize, and estimate the time with which it will take to complete each task.
2. **Studying**: A regular routine with minimal distractions is essential. An assessment of one's learning styles would be helpful to ascertain the most appropriate avenue of studying. A positive attitude toward studying is important. Approaching study time in one-hour increments is helpful. **Learning to Learn** is an excellent resource in which students can assess their learning styles, learn how to learn via specific study techniques, and generally improve their overall efficiency to learn.
3. **Living Arrangements**: If living in a dorm or an apartment, select a roommate who will not be overly stimulating or overly distracting and who might serve as a positive study role model. Arrange a study time and place that fits your learning style. A predictable study routine that is structured is essential.
4. **Support System**: Contact your college counselor if impending problems appear to escalate despite your efforts. If your learning problem of ADD has been diagnosed, your campus American Disabilities Act counselor will share with you the protocol by which you may request classroom modifications; for example, preferential seating at the front of the room, extra time for taking tests, copies of lecture notes if notetaking is a significant difficulty, or allowing a tape recorder to class. Share your concerns with your professor, asking questions that are still problematic or confusing. Find out if there is a local ADD support group. Take part in study groups if available. Contact the campus learning resource center for specific academic assistance. Professional counseling is often beneficial as an adjunctive part of the treatment of adult ADD.

Contrary to early theories that children outgrow ADD in puberty, there is a growing realization that ADD persists into adolescence and adulthood. The two major Attention Deficit national organizations have devoted much attention to the topic of ADD in adults. Attention Deficit Disorder Association (ADDA) has a national adult ADD subcommittee and has already organized national adult ADD conferences. The other national ADD organization, CHADD, Children with Attention Deficit Disorders, has changed its name to Children and Adults with Attention Deficit Disorders. Although some characteristics prevalent in childhood tend to decrease, many continue to exist as these children get older.

RESPONSE-DELAY TRAINING

Impulsiveness is a characteristic associated with Attention Deficit Disorder and frequently with learning disabilities. Some cognitive therapies used for impulsiveness have a self-directed component whereby a student is taught to regulate their own responses more carefully. This may seem simplistic because it mainly consists of self-directive cues to cognitively, "slow down" or in some manner increase the time before student responds. Response-Delay Training involves the following:

Step 1: Tutor demonstrates and models for the student statements as: "First, I must stop, look, and think," "I must slow down, and stop look and think" while the tutor works a problem or assignment. Other statements can include "I must listen (or pay attention) to directions" and "I must look and think before I answer."

Step 2: The verbalization (See #1) may be printed on cards to serve as visual prompts during tutoring sessions.

Step 3. Tutor may use a timer or stop watch to encourage the student to delay responding for a set interval of time (10-15 seconds). For example, the student is doing math homework with the tutor. With each problem, the student must look at/study the problem for 10 seconds before he/she is allowed to start work on the problem. The tutor actually times this wait, study delay.

Response-Delay Training can be quite beneficial in all subject areas for students whose impulsiveness is a hindrance to their work. It is encouraged that tutors encourage students to apply these strategies to personal and interpersonal situations as well.

Cognitive Study Skills

WHY IS EDUCATION IMPORTANT?

Because setting your sights on academic success is one of the smartest things you'll ever do! The better your academic record, the better your chance to:

- **GET A JOB**–that makes the most of your background, interests and talents.
- **COMPETE SUCCESSFULLY**–for limited openings in college, graduate and professional schools.

The harder you work, the more likely you are to:

- **DEVELOP SKILLS**–that employers are looking for.
- **BUILD CONFIDENCE**–in yourself and pride in your work.

WHAT IS THE FORMULA FOR ACADEMIC SUCCESS?

There is no single formula, but certain habits increase your likelihood of success. Generally, students who do well are those who:

- **PRACTICE SELF-DISCIPLINE**–Being able to control your actions and break bad habits will enable you to get your work done on time.
- **USE GOOD STUDY TECHNIQUES**–Knowing how to approach your work can mean getting more done in less time.
- **RESIST DISTRACTIONS**–Being able to say "no" to anyone or anything that might interfere with studying is to your academic advantage.
- **MAINTAIN GOOD HEALTH**–Having a healthy mind and body can help you reach your goals more easily.

WHY ARE THESE SKILLS IMPORTANT?

Because your success depends on them! Academic success is an investment in:

- **TODAY**—These skills can help you make the most of the time you devote to studying. They can help you to gain and maintain control of the subject matter.
- **... AND TOMORROW**—Many of the skills that make you a success in school can make you a success in the work world, too.

WHAT ARE ACADEMIC SURVIVAL SKILLS?

They're techniques to make learning more efficient and rewarding. Students who use academic survival skills know how to:

- **GET INVOLVED IN CLASS DISCUSSIONS**—a good way to exchange ideas and polish communication skills.
- **TAKE GOOD NOTES**—an indispensable study aid.
- **SCORE HIGHER ON EXAMS**—one way to make studying pay off!

SELF-DISCIPLINE

Self-Discipline is a student's best friend. It is possible to control what happens to you if you:

- **KEEP A POSITIVE ATTITUDE**—You're bound to encounter obstacles along the road to commencement day. Overcoming such roadblocks begins with telling yourself that you **can** handle challenging situations.
- **KNOW YOURSELF**—Identify your strengths, so you can take advantage of them. Recognize weaknesses, so you can overcome them.
- **SET GOALS**—Having goals motivates people to work harder. Make sure that your goals are realistic—neither impossible nor too easy to reach. Be certain that your goals are your own—not ones that others have set for you.
- **WORK TO REACH GOALS**—No one in college will remind you to get your work done. But, knowing that you completed the work because you wanted to can be very satisfying.
- **LEARN TO AVOID DISTRACTIONS**—There will be times when you'll want to socialize rather than study. Resisting distractions can give you more study time, and contribute to better grades.

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FINDING AND ADAPTING TO YOUR LEARNING STYLE

Over our growing up years, we often have the impression that learning is under the control and direction of the teacher, and we are **passive** participants in the learning process. The teacher is the expert; our job is to observe, read, and memorize what the teacher says and assigns. In fact, this is **not** an accurate understanding of the learning process.

The teacher does not have **total responsibility** for learning that goes on in the classroom. True, the teacher must establish the environment, present the material as clearly and creatively as possible, and assess progress toward educational goals. But the way the **student takes responsibility** for his/her learning is critical to the student's educational progress.

Acquiring a positive, take-hold attitude about his/her learning may well be the student's first important step. Having done this, the student must then decide HOW he/she will learn. In this, it would greatly profit the student to learn some things about himself/herself, i.e. how he/she observes and perceives reality, processes and understands information, and accomplishes tasks most effectively. All of these are elements of what is termed **Learning Style**.

Learning Style is the method or methods a person uses to learn that are most consistent with his/her personal make-up and thus most likely to enhance his/her learning. Since one's learning is affected deeply by one's personality make-up, perceptions, and personal needs and goals, his/her learning style is unique to him/her. In recent times, we have seen greater application of various tools designed to help a person identify his learning style. Many tools also offer "prescriptive" information to help the student select learning methods that are best suited to his style.

What is presented here is a simplified adaptation of several learning style models available today. As your learning style emerges through this tool, you are encouraged to discuss your strengths with a professional educator and possibly explore further with other tools. This self-understanding can be most valuable. A professional educator can also guide you in selecting the methods of learning that are most suited to you.

One common way to discuss learning style is by grouping strengths into three learning modes or approaches: Visual, Auditory, and Kinesthetic. Their full meaning will become clear as you use the tool. There are two important things to remember: Very few people are exclusively one mode or another, i.e., most people operate in several modes with one usually being **dominant**; and, there are no right or wrong responses on the tool—no mode is **better** than another. No mode produces more successful people; we are all unique learners with great potential! Learn and enjoy!

HOW DO YOU LEARN BEST?
A SIMPLE CHECK

Directions: Indicate which items below **BEST** describe yourself by marking in each space with a 3, 2, 1 or 0.

3 = USUALLY 2 = SOMETIMES 1 = SELDOM 0 = NEVER

•_____ Prefer to get directions verbally.
@_____ Prefer hands-on learning.
#_____ Enjoy things that are colorful.
•_____ Point to the text as I read things.
@_____ Assemble things without reading directions.
#_____ Enjoy doing artistic things.
•_____ Would rather hear a story than read one.
@_____ Solve things through trial-and-error.
#_____ Have difficulty with spoken directions.
•_____ Have problems writing; work is not neat.
@_____ Need frequent breaks when studying.
#_____ Prefer quiet; Some sounds bother me.
•_____ Am unable to read body language and facial expressions.
@_____ Well coordinated and have athletic ability.
#_____ Remember things best that I write down.
•_____ Get headaches when reading; my eyes get tired.
@_____ Think better on my feet, moving around.
#_____ Am not comfortable on telephone; rather see the person.
•_____ Don't like reading others' handwriting.
@_____ Am uncomfortable giving verbal directions and explanations.
#_____ Enjoy doodling; my notes have pictures, arrows, etc.

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To Score:

Scale 1	Add the • Items	Total = ______	**Scale 1** represents **Auditory** function.
Scale 1	Add the @ Items	Total = ______	**Scale 2** represents **Kinesthetic** function.
Scale 1	Add the # Items	Total = ______	**Scale 3** represents **Visual** function.

The greater the score on a scale, the stronger that given function. The strongest function may well indicate your **BEST LEARNING STYLE.**

See the sheet on **"Select Learning Tips"** under your particular Learning Style for suggested learning methods to include in your study plan.

LEARNING STYLES
SELECT LEARNING TIPS

VISUAL

- Use of graphics to reinforce (films, slides, videos, charts, illustration, diagrams)
- Tell stories
- Imagining—examples and analogies
- Vicarious role play
- Drill (flash) cards
- Outlining
- Written directions
- Notetaking—doodles, diagrams, colors, and shapes
- Visualizing words and facts

AUDITORY

- Use of audio tapes for reading and class notes
- Interviewing and discussing
- Self-Talk—re-state material
- Test questions and directions read aloud or on tape
- Verbal sequencing and ordering
- Sustained study

KINESTHETIC

- Re-write notes
- Use drill (flash) cards
- Experiential learning - models, lab work, role playing
- Frequent breaks in study
- Trace letters and words and facts
- Use computer to reinforce through touch
- Drill while walking or exercising

MULTIPLE MODALITIES IN LEARNING

Using the individuals' preferred learning style of modality is often helpful in mastering subject material. But some tasks are especially difficult and then all sensory systems or modalities need to be used in trying for mastery. Also, using all sensory systems allows for a variety in repetitive drill or rehearsal, which is often necessary for recall.

Rehearsal is one of the weak areas of students with learning disabilities found in the research. At its simplest, using all sensory systems involves seeing, hearing and writing.

Step 1: Look at the material bit by bit to be learned. Try to imprint it on the mind. Look away and see if you can visualize it. Again, only work with small segments of what is to be learned. Master one segment, then add another.

Step 2. Repeatedly say the material out loud as you look at it.

Step 3. Take it apart, draw and/or manipulate it with your hands; if you can't do that, write it.

a. Try to look at it, write and say at the same time and do it repeatedly. This aids in getting the material into all sensory modalities—visual, auditory, and Kinesthetic.

b. Some like to write material large as on a chalkboard for more muscle involvement.

c. Write with both hands separately and together. Neatness is not that important on this but getting the information imprinted on both hemispheres of the brain is important.

d. Write on a textured surface—sand, window screen, etc. The sensation of touch can aid memorization.

Exercise

Spelling list: Paradigm
Methylphenidate
Micturition
Imipramine

Step 1: Look at each word. For these longer words, break them into syllables. Try to imprint the word on your mind. Look away and see if you can "see" the words. Continue until the word is firmly fixed in visual memory.

Step 2: Look at each word. Say and spell it out loud as you look at it. Listen to yourself as you say and spell the word.

Step 3: Write the word as you look at it and say/spell it out loud. Do this with both hands. Continue until the word is mastered. Then proceed to the next word.

PROBLEM-SOLVING IDEAS AND APPROACHES

THE PROBLEM-SOLVING METHOD

The Cope Method– C–Challenge–Identify problem, causes, results.
O–Opt–Select the best option from possible solutions.
P–Plan–Make a plan to act on your option.
E–Evaluate–Check for progress; revise plan if needed.

Step 1: **Challenge** yourself to clearly identify your problem, its causes, and the result you want or goal you hope to reach.

This is the most important step. If you do not state your problem clearly, it will be difficult for you to determine how to solve it.

Read the following two statements. The first is **too general**. The second is **more specific** because it clearly states a problem, its causes, and the desired result.

1. My problem is that even though I study a lot, I still make poor grades on tests.
2. My problem is that even though I study a lot, I still make poor grades on tests because I get very nervous, my mind goes blank, and I can't seem to remember what I have studied until after the test is over. I want to overcome my nervousness so I can take tests calmly and make better grades.

Asking yourself three questions will help you meet the challenge.

- What is my problem?
- What causes my problem?
- What result do I want?

Step 2: Choose the best **option** from the many possible solutions to your problem.

A student, Joan, says she cannot study at home because it is too noisy. The telephone rings frequently; her husband turns up the TV too loud, and her young children make noise playing and fighting with each other. After thinking about her problem and its causes, Joan comes up with the following list of options for its solution.

1. Talk to family members about my need for some quiet time for studying.
2. Study in the bedroom with the door shut.
3. Find a study place away from home such as the library or an empty classroom.
4. Study during the day while my husband is at work and my children are in school.

Asking yourself this question will help you find a solution for your problem:

What can I do to eliminate a cause, or the causes, of my problem?

Step 3: Make a **plan** to solve your problem, within a reasonable length of time, and follow it.

To help you make your plan, ask yourself this question:

What can I do to make my options work?

Then decide how you will act on one of your options.

Set a time limit by which you expect to see some progress toward your goal or the elimination of the problem.

For example, Joan, the student who had trouble studying at home because of the noise, had an algebra test coming up in two weeks. She decided to do all her studying for algebra class in the library for the next two weeks. Her grade on the algebra test would tell her whether studying in a different place had paid off.

Step 4: **Evaluate** your plan to see what progress you have made in solving your problem.

To help evaluate your plan, ask yourself these questions.

- Is my plan working?
- Have I given my plan sufficient time to work?
- Do I still have the problem?
- Is the problem situation improving?
- Should I make a new plan?

If you have solved your problem or if things are improving, continue what you are doing. If you still have the problem and your situation has not improved, make a new plan.

Until the COPE method becomes second nature for you, try writing out the steps. Writing slows down the thinking process so that you can analyze your problem more carefully.

Also, remember that when you put your plan into writing, you are making a commitment to yourself.

Exercises

Here is a list of common problem situations. Choose any four of the problems and think of at least two options for solving them. Identify the advantages and disadvantages of each option.

1. You have a roommate who distracts you from studying.
2. You need to lose 10 pounds.
3. Your car was damaged in an accident and it will cost more than the car is worth to fix it.
4. You forgot that you have an important test tomorrow and you made a date for tonight.
5. A friend of yours wants to drop out of college.
6. Your roommate owes you $20.
7. You're taking a required course and you don't like the teacher.
8. You are not sure whether you will have enough money to pay your tuition next semester.

1. Problem: ____

   Option A: ____

   Advantage: ____

   Disadvantage: ____

   Option B: ____

   Advantage: ____

   Disadvantage: ____

2. Problem: ____

   Option A: ____

   Advantage: ____

   Disadvantage: ____

Option B: ______________________________

Advantage: ______________________________

Disadvantage: ______________________________

3. Problem: ______________________________

Option A: ______________________________

Advantage: ______________________________

Disadvantage: ______________________________

Option B: ______________________________

Advantage: ______________________________

Disadvantage: ______________________________

4. Problem: ______________________________

Option A: ______________________________

Advantage: ______________________________

Disadvantage: ______________________________

Option B: ______________________________

Advantage: ______________________________

Disadvantage: ______________________________

WHERE DOES TIME GO

1. Do you lose time in getting started?
    - A. Set a specific amount of warm-up time.
    - B. Set study time to relate to your body clock.
    - C. Make a list of what you need to accomplish.

II. Do you lose time through disorganization?

  A. Make a list of what to accomplish.

  B. Do hard or boring assignments first.

  C. Reward yourself for staying on task.

III. Do you lose time through diversion?

  A. Set priorities.

  B. Make a plan.

  C. Follow through.

IV. Do you lose time through excessive involvement?

  A. If you are not getting anywhere, change to another subject and then come back.

  B. Make a plan of just how far you need to go in an assignment.

PRACTICING CONCENTRATION

The following activities will help you develop your ability to concentrate more effectively.

Step 1. Close your eyes and picture a large blackboard in your mind. Visualize numbers being written on the blackboard one at a time: 100, 200, 300, and so on. See how far you can get before stray thoughts push the number pictures from your mind. Then start over again, concentrating harder, and try to get further the second time, and still further the third time.

Step 2. Concentration is an important part of careful observation and is essential for good remembering. Look at a picture of a group of people in a magazine or newspaper. Read the caption which gives the names of the people. Study the picture and caption for 30 seconds, concentrating on them as intensely as you can. Without looking at the picture, name and describe each person.

Step 3: Many popular meditation systems promote deep relaxation by teaching you how to concentrate on relaxing. Since everyone's concentration wanders after a time, a preselected number, word or nonsense syllable is used to return your concentration to what you are doing. Try the following procedure at a time when you are reasonably alert. If you are tired, concentrating on relaxing will probably put you to sleep.

a. Sit in a comfortable position with your eyes closed. Choose any word, name, number or nonsense syllables—Shangri-La would do, for example.

b. Concentrate on relaxing every muscle in your body, starting with your scalp and moving slowly down to your toes.

c. Once you are completely relaxed, think of something pleasant: a friend, a country scene. You will find you can't concentrate on the subject very long before distracting or unpleasant thoughts push it from your mind and your relaxed muscles begin to become tense again. This is where you use your word or number.

d. Drive out the distracting thoughts by saying the word or number until you can return your concentration to relaxing and your pleasant thoughts. Each time you try you will find your span of concentration becomes longer.

Step 4: Check the quality of your concentration with and without distractions. Select any two pictures in a book that have similar subjects. Study one of the pictures for one minute in a quiet atmosphere. Write as complete a description of the picture as you can under the same quiet circumstances. Do the same with the second picture, but have loud music playing all the while. Which is the better job? Which took longer?

Source: THE COLLEGE STUDENT by Edward Spargo 1983 Jamestown Publisher Providence RI

MODELING

Students with learning disabilities and ADD frequently have problems using effective strategies that would help them perform more competently. One of these strategies is verbal self-instruction. This involves the student asking questions of himself/herself about the nature of a problem, and providing feedback and reinforcement. To improve these skills, the tutor may want to model or do the skill while talking his/her way through it with the student. Modeling is especially good to use when starting any new activity, as in math, writing, computers, or science.

The following is a broad outline of the procedure. Specific questions and statements will depend on the nature of the task and the students being trained. This usually progresses in a sequence of activities beginning with the tutor's demonstration of performing a task while he/she verbalizes what he/she is thinking out loud. The end goal is for the student to be able to do the process silently and independently. The steps are:

Step 1: The tutor performs the task while asking questions out loud about the task given, self-guiding instructions, and evaluating what he/she is doing. The student watches.

Step 2: The student does a similar task and imitates the tutor's self-instruction or talk aloud.

Step 3: The tutor performs the task while modeling self-instruction in a whisper.

Step 4: The student imitates the tutor's performance with whispered self-instruction.

Step 5: The tutor models silent self-instruction while performing the task. Occasionally, he/she stops and asks the student what the tutor is probably saying to himself/herself. This is done in order to monitor understanding.

Step 6: The student imitates the tutor's performance of silent self-instruction by working through a task.

(**Note:** Ideally the tutor will include a few errors in the task so the student will see how the tutor identifies and copes with the errors. This, too, is done aloud as part of the modeling procedure.

Also, anytime a student is having difficulty getting that student to say or verbalize the problem out loud often helps him/her find the solution.)

LISTENING IN CLASS

STUDY SKILLS FOR LISTENING AND PARTICIPATING IN CLASS

1. Maintaining regular class attendance.
2. Maintaining a positive attitude toward the teacher and the class.
3. Reading assignments before class.
4. Staying alert in class.
5. Following the rules of good listening etiquette.
6. Attempting to answer every teacher question.
7. Asking questions when unsure about something.
8. Using class time allotted for seatwork.
9. Taking notes when it is important to remember what the teacher is saying.
10. Using teacher cues to guide note taking.
11. Taking notes on definitions and examples.
12. Taking notes on assignments and test dates.
13. Taking paraphrase notes.
14. Using abbreviations and symbols.
15. Writing legible notes.
16. Maintaining alertness at the end of class.
17. Storing notes in a three-ring binder.
18. Labeling and dating notes
19. Revising notes after class.
20. Periodically reviewing notes.

EFFECTIVE TIME SCHEDULE SKILLS

Various experts have outlined principles that will assist you in making an effective time schedule. Francis P. Robinson suggests:

1. If the class is primarily oriented to lecture, do the assignment immediately after class; if to participation, immediately before class.
2. Don't study for too long at a time, but take short breaks between studying chapters or courses. The time seemingly lost will be more than compensated for with increased efficiency.
3. Get into a studying "groove", saving a particular time slot on certain days of the week for a particular course and spreading your slots out through the day

and week. This sort of "grooving" will help you discipline yourself, because it enables you to get down to work quickly and without having to make a decision about whether or what to study.

4. Leave yourself a little time to unwind from studying before you go to bed. Even a few minutes will help you drop off more quickly, and you need your rest.
5. Don't waste that hour between classes: it can be extremely productive, both in terms of efficiency and in terms of giving you more free time in the evening. Plan ahead to use those time slots well.
6. Seriously, now, unless you're that one in a million student, you've just got to take a little time to play. So plan to take off about three hours around supper time daily. All work and no play...
7. Do the hardest, dullest, and most boring work while you're fresh and alert. That way you won't have to dread it while you do your work, and the more interesting, easy subjects will relieve the tedium of the later hours.
8. Weekends are prime study periods. At no other time during the week are you likely to have so much uncluttered time free for major projects. Don't waste such a valuable asset.
9. But remember, your study grooves should serve you, not rule you. There are times when even the most useful discipline should be set aside so that you can take advantage of special opportunities, especially those which come along seldom and are themselves educational. Just don't make exceptions often, and plan a definite time to make up for the lost hours.

Take your schedule with you and look at it from time to time to see how well you are following it. Make changes but guard the necessary study time. Flexibility is necessary because of pleasant and unpleasant emergencies—but make up the study time. Exams and term papers must be fitted in but should not short-change regular study time. Above all, don't say "I don't feel like studying math right now" or "I'll have plenty of time to do my chemistry problems later." You may not be in a suitable mood for studying later either.

Be realistic in setting your study time. You are going to be the one living with your schedule. If you do, the academic rewards will be better grades with less last-minute cramming and less worrying on your part.

How to Listen to a Class Lecture

Lecture Organization:

1. Introduction—The lecturer uses the introduction to capture your attention, perhaps by sharing a personal experience, commenting on a recent event, mentioning a forthcoming assignment, or explaining the outline of a coming exam.
2. Announcement of the Topic—The lecturer will usually mention what was covered in the previous session and what will be covered today.
3. Body of the Lecture—In the body, the lecturer presents the main ideas and develops support for each of them. The lecturer may use a deductive approach, first presenting an idea and then giving the subpoints. Or the lecturer may use an inductive approach, presenting details first and then a generalization. The inductive approach is often used when the lecturer is making an argument that builds on general facts or pieces of evidence.
4. Summary—In the summary, the main points are restated.
5. Asides—As noted above, many lecturers include personal experiences, jokes, and other comments designed to keep you interested. Do not confuse them with the subject of the lecture.

A System For Taking Notes

Before the Lecture:

1. Get a standard large-size looseleaf notebook and 8 by 11-inch looseleaf paper.
2. Draw a vertical line about 2 inches from the left side of each sheet and a horizontal line about 2 inches from the bottom.
3. Review your notes from previous lectures, for continuity.
4. Read the assigned material related to the lecture.

During the Lecture:

1. Record notes logically
    - A. You can list the main points at the left margin, indent the subpoints and supporting material, and indent sub-subpoints and their supporting material even more.
    - B. You can also write down the main idea, draw a circle around it, and then, using more lines and circles, connect supporting information, illustrations, and research material to the major idea. Your note page will show a series of circles, with spokes connecting related ideas.
    - C. You might also want to write main ideas in red ink and supporting ideas in another color.
2. Write legibly. Write your notes so that you will be able to read them later.

USING A TAPE RECORDER TO KEEP "ON TASK"

An inexpensive tape recorder can be very helpful with students that have difficulty staying on task. During tutoring, a student may involve the tutor with irrelevant conversation and use his/her designated time without completing his/her work. Also, many students (especially students with ADD/LD) have problems staying on task when working alone. By preparing a simple tape, a tutor can help both situations.

For college students, it is recommended to use a 30 minute tape. On it, record a tone at randomly selected times. For example, sound the tone at 1 minute, 4 minutes, 2 minutes, 5 minutes, 1 minute, etc. for the entire tape. Ten minutes should be the maximum time without the tone. Explain to the student that the sound of the tone is to remind him/her to check if he/she is on task.

As the tutor starts to work with the student, place the tape recorder on the desk and turn it on. Each time the tone sounds, the student (and tutor) notices if he/she is on task. If not, he/she is to resume what he/she should be doing.

At the end of the 30 minute tape, both tutor and student can take a short stretch break, rewind the tape and go back to work.

USE ITV FILMS FOR REINFORCEMENT

This tip came from a student with a learning disability who attended TJC. It is beneficial for reinforcing subjects because the student can not only hear/see the lecture again, but also see a different presentation of the same material. For some students, the video presentation may clarify the material. This is also an excellent way to fill in class notes and/or practice note-taking skills.

Subjects: Psychology, Sociology, English, History, Government, any course on ITV video tapes.

Step 1. Student attends class and takes notes on lectures. He/she then reads over notes 2 or 3 times and reads textbook.

Step 2. Student and tutor watch ITV video tape and both take notes on it. Tutor may need to cue student during video when something important is being mentioned.

Step 3. Student and tutor compare their notes and fill in gaps.

Step 4. Compare notes from video with student's class notes to fill in gaps and clarify any material not understood.

HOW TO AVOID LAZY LISTENING

Much of our listening education was in the form of "be quiet," "listen," and "pay attention." Is it not surprising that most people in society are passive listeners, geared to react to trigger words, and shut out tedium.

Anyone can learn to listen. It takes hard work and practice, but the rewards are great. Here are some tips that may help:

1. **Know when you are not listening.** Check yourself by asking silently: "Can I repeat, rephrase or clarify what has just been said?" If you can't, the sound is on but **replay** is broken.
2. **Know why you are not listening.** As you define your excuses for not listening, you will systematically eradicate the "watching someone talk" syndrome.

   Check the following common reasons for not listening and begin to take silent control of the communication.

   - We hear only what we want to hear
   - Dislike of the person speaking
   - We consider the topic or information unimportant
   - We jump to conclusions
   - Too many other problems on our minds
   - Radical departure from our own thinking
   - Waiting for our turn to talk
3. **Avoid judgments.** Nearly all the reasons for not listening focus on our own ego and our inability to grant equal attention to another person.

   As soon as the person speaking is elevated to a pinnacle of importance, the active listening process begins and we weigh each thought mightily as if our lives depended on a total recitation of the prior narrative.

   Had we lived in the era of Hitler, Stalin, FDR and Churchill, our listening acumen would have sharpened as we listened feverishly, discarding the task of assigning importance or acceptance, as we fine tuned our listening to include the innuendo, the pause and even a sigh.
4. **Match your thought process to the speaker's words.** We think and hear about 1,000 words per minute. The average speaking speed is 125 words per minute. What then do we do with time lapse?

   Human nature combats the problem with anything from boredom to rudeness. Good listeners use the time to clarify, validate and reiterate the conversation topic in their minds.

   Listen for ideas and emotions rather than facts. Fact listening is defensive. Emotion listening is offensive. Idea listening is progressive.

5. **As Shakespeare said: "Know thyself."** Do words like "difficult," "stupid," "revolutionary" or "assignments" shut off your listening process? Does a reference to "love," "food" or "fun" cause your ears to perk and your antenna to tune in?

   Understand where your hot and cold buttons are and adjust your listening process to circumvent and sudden shutdown because of an emotion-laden word or phrase.
6. **Conversation always moves from agreement to disagreement and then stops.** Listeners who are involved in two-way conversation and are prepared to repeat and clarify information will immediately direct the conversation back to agreement and then reach an understanding.
7. **Keep alert.** Listening shuts down when both apathy and anxiety set in. Strive for enthusiasm in listening. Communicate with your body. Lean forward. Smile. Nod. Become involved by maintaining direct eye contact.

   If you're on the telephone—stand up. Walk. The more attentive and alert, the better you listen.

Listening is an acquired skill that is critically important to success in life. Adults spend about 75% of each day in verbal communication. 45% of this time is spent listening. Persons in any business or social situation who do not have good listening skills are ineffective. Mistakes due to poor listening skills cost organizations thousands of dollars each year.

Listening to another is the highest form of building personal self-esteem. For only when we feel good about ourselves and the world around us do we go beyond "waiting for our turn to talk" or "watching someone else talk" to "passionate" listening that elevates us to pinnacles of thought and action and separates us from animals making noise.

Source: PROFESSIONAL MANAGING by SuZette Alger 714-851-6777

MIND MAP SUMMARY SHEETS (WEBBING)

Mind mapping is an effective system for notetaking and it's also a great way to make summary sheets for tests. Mind maps let you work with your brain rather than against it.

Traditional, Roman numeral/capital letter outlines contain main topics which are followed by minor topics which, in turn, are subdivided further. They organize a subject in a sequential, linear way. This kind of organization, however, doesn't reflect some very natural aspects of brain function, specifically "right brain" activities.

Right brain function refers to creative, pattern-marking, visual, intuitive, brain activity. Left brain function refers to the orderly, logical, step by step characteristics of thought. Left brain is words. Right brain is pictures. (The reverse is sometimes true for left-handed people.) A mind map uses both kinds of brain functions. Mind maps can contain lists and sequences and show causes (left brain functions), but they also provide a picture of a subject. Mind maps are visual patterns (right brain functions) that can provide a framework for recall. They work on both verbal and nonverbal levels.

Further, the mind mapping process directs you toward thinking from the general to the specific. By choosing a main topic, you focus first on the big picture, then zero in on subordinate ideas.

By using key words, you can condense a large subject into a small area on a mind map. You review more quickly by looking at the key words on a mind map than by reading notes word for word.

Making a mind map is simple. Write the main subject in the center of a sheet of paper. Write related subjects on lines branching out from the main subject.

Indicate relationships between elements of a subject by drawing arrows between them, enclosing related ideas in circles, boxes or other shapes, or by color coding them. Use symbols, graphic signals and pictures for emphasis.

There are several ways to begin a mind map as you study for tests. You can start by creating a map totally from memory. When you use this technique, you might be surprised by how much you already know. Mind maps release floods of information from the brain because the mind works by association. Each idea is linked to many other ideas. When you think of one, other associations come to mind. An advantage of mind mapping is that you don't have to stifle any of these associations just because they don't come next in a sequential outline. Everything fits in a mind map. Let the association flow, and if one seems to go someplace else, simply start another branch on your map. After you have gone as far as you can using recall alone, go over your notes and text and fill in the rest of the map.

Another way to create a mind map summary is to go through your notes and pick out key words. Then, without looking at your notes, create a mind map of everything you can recall about each key word. Finally, go back to your notes and fill in material you left out.

You can also start a mind map with underlined sections from your text.

Make mind maps for small, detailed subjects, as well as for large ones. You can mind map a whole course or a single lecture or a single point from a lecture.

As you build a mind map on paper, you are also constructing a map in your mind. When you are finished, the picture of the map will be firmly implanted in your memory. You could throw away your mind map and still retain most of the benefit of making it.

Source: BECOMING A MASTER STUDENT, pp. 139-140

EFFICIENT TEXTBOOK READING:

Previewing Before Reading

Previewing a chapter enables students to read with a purpose because they can anticipate ideas presented in a chapter. Previewing also helps build curiosity and interest by giving students the opportunity to think about the topic in relation to previously learned information or personal experiences before they read.

The following skills should be applied while previewing:

> **Surveying**—The student spends a few minutes getting a general feel for what the chapter is about and how it is organized.
>
> **Pre-reading**—The student skims the material and reads the introduction, titles and subtitles, words in italics or boldface print, margin notes, conclusions, chapter questions and any summaries.
>
> **Developing questions**—The student develops questions while pre-reading or copies out questions provided at the end of the chapter. These questions are used to help determine main ideas while reading.

After previewing a textbook or chapter, a student should be able to answer the following questions:

- What is this **mainly** about?
- How is it **organized**?
- How **difficult** is it?
- About **how long** will it take to read?

Reading Actively

To read critically and commit information to memory, students must become active readers. They must search for answers to questions, organize main ideas and important details, and paraphrase information while reading. **The best way to do this is to divide a chapter and read it in sections of several paragraphs to a few pages long.** After the student reads each section, the following skills should be applied:

> **Highlighting and margin notes**—The student identifies and underlines topic sentences that state the main ideas in each paragraph. When they are not

stated, the student formulates them in his own words and notes them in the margin.

Reflecting while reading—The student stops after each paragraph to think about the main idea. The student should reflect on how this idea relates to material he has already learned.

Taking skeleton notes—The student creates an outline of the chapter consisting of main topics and supporting main ideas.

The goal of reading in sections, highlighting, making margin notes and creating skeleton notes is to have students become active, organized readers so they can better learn and remember the information presented.

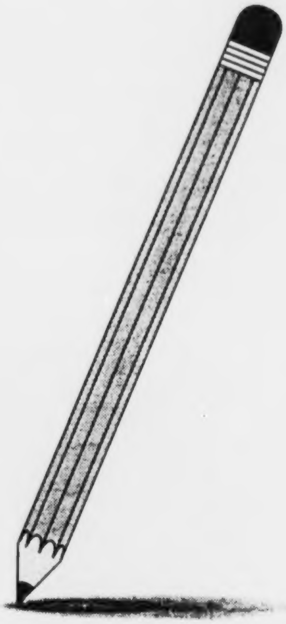
Reviewing and Expressing Information After Reading

Any review after reading should include having students express information in their own words. Simply reading a passage does not commit material to memory. Even students who have organized and learned the information may not be able to express adequately their understanding in class or on a test if they have not practiced expressing it in their own words. The following skills can be applied after reading to improve study:

Summarizing—The student creates a summary of the major points covered in the chapter by using his highlighting and margin notes of main ideas as well as skeleton notes.

Answering questions—The student answers questions developed during prereading to review the chapter. Answers should be written out in the student's own words.

Reviewing within 24 hours—Review and study that takes place within 24 hours of reading is the optimum method because much of the information will be remembered, and subsequent review and reciting will build on previous knowledge. If students wait longer than 24 hours, they will essentially be starting over in learning the information.



READER RESPONSE TECHNIQUES

This five-step procedure has been successful in improving the comprehension of many students having academic difficulty because it demands the interpretive students go beyond their personal responses to consider the interpretive communities of others by connecting what is familiar to them with what is not familiar. Developing reader response activities in the classroom has yielded greater pleasure and involvement in reading, improved comprehension, and increased retention. Nevertheless, the process does involve a commitment of time and practice on the part of both teachers and students.

Step 1: **Identifying**—Before reading, the student accesses his/her own opinions and knowledge of the subject matter or issues that will be encountered in the text through prereading activities. Such activities may include reacting to teacher-made lists of controversial issues and topics related to text content, or generating solutions to hypothetical problems related to text's subject. Another prereading activity might involve the teacher describing a dilemma derived from text content and asking students to assume the role of someone in such a crisis.

a. After reading the text, the student is asked to make a list without referring to the text of all he/she can remember about the selection and all immediate reactions. This may be timed in order to emphasize the necessity for spontaneous reactions and recall.

Step 2: **Structuring**—This step involves the organization and synthesis of the lists students generated in the identification stage. In this step, students corroborate their individual reactions with the reactions of their peers by working in small groups or with partners. Students may make outlines or maps which emphasize the structuring of ideas into the superordinate and subordinate. They may choose several key issues and organize the supportive details to those issues, or, in narratives, cite examples that reveal the personalities of significant characters. Rereading of the text for verification and validation occurs in this stage, and students may also be asked at this time to make lists of unfamiliar or important words in the text.

Step 3: **Expressing**—Individual students or groups may be asked to put the lists, outlines, maps or diagrams generated in the structuring stage on the board and explain them to the class. Stencils of students' work may be made, distributed and discussed. The goal of the discussion is to allow students to verbalize their responses generated in the first two stages. Teachers should refrain from adding to or making comments. In other words, at this stage, the amount of response is more important than the accuracy of response.

a. After students have discussed their recall of the text and their reactions, they are asked to write a two-page paper, either stating what they feel to be the meaning of the text, or taking a stand with regard to an issue related to the text. Students are instructed not only to use quotes and specific examples from the given text, but are asked to incorporate relevant personal experiences and information from other sources known to them. When complete, response papers are exchanged and shared in class, with each student critiquing another's paper either verbally or in writing. Critiquing involves: (1) restating main points, (2) listing strengths, and (3) listing weaknesses. If this is done orally the teacher should guide the discussion without making corrections.

Step 4: **Analyzing**—In this step, teachers assume a more directive role in teaching the text. Having encouraged students to generate, articulate, and examine their personal and peer responses to the text in steps on through three, teachers now fill in the gaps of information or logic. Rereading the text again takes place in this stage, and the teacher can emphasize style, use of figurative language or content-specific language, or other important elements that may have been overlooked by the student.

Step 5: **Evaluating**—In this final step, students are asked to react to the global issues and hypothetical situations originally discussed in prereading activities in light of their experiences with the text. Not only are they to evaluate their previous beliefs and opinions, but they are also asked to infer how the author or others in differing interpretive communities would react to these issues and situations.

COLOR CODING OR HIGHLIGHTING

Color coding, or highlighting, helps to draw attention to the most significant materials. However, many students do not know how to highlight their texts to make studying more efficient. This is something a tutor can help them do. In addition, using more than one color can increase comprehension and memory.

Reading: 1. When highlighting a text, or class notes, the main ideas could be done in yellow, pink used for important facts and blue for definition. (NOTE: Don't "color" the whole book—only important material.)

2. To show how a topic sentence is a common theme in a paragraph, highlight the topic in dark green and the rest of paragraph in light green.

Math: 3. Highlight the operational signs when students have problems changing operations (i.e. +, -, x, ÷). Color code the signs.

4. In Algebra, for students that drop negative signs or exponents, highlight the negative signs in red and exponents in green.

5. In Algebra, color code the order of operation.

Writing: 6. Students with b/d reversals could highlight all "b's" in their rough draft with one color (i.e. pink). Then, they can mark the "b" on their typewriters or word processors the same color.

7. Students could color code outlines, as Roman numerals one color; capital letters another color; numbers a third color, etc. Then, they can use those same colors as they put that outline into an essay.

SKIMMING STRATEGY

Skimming is reading very quickly to pick out the main ideas, main points, of the material. You should skim when you want to cover a large amount of material in a short amount of time. Your comprehension will be lower, of course, than when you read at an average rate. You are reading to gain a general idea of the material, not to understand the details. When skimming, you do not read every word. You begin by reading the entire first paragraph to find out what the material is about. Then you read to find only the main idea of each of the other paragraphs.

1. **Survey the material.** To survey, read the title, the introductory paragraph, any subheadings and the final paragraph. Surveying will help you understand what the selection is about and enable you to skim at a faster rate. Survey at your average reading rate.

2. **Decide what you want to get from the selection.** Usually, you skim for main ideas and skip the details. This means that in most paragraphs you only read the topic sentence. Remember to use what you know about the usual location of topic sentences to find the main idea in each paragraph.

3. **Begin Skimming.** Skim quickly, going as fast as you can while still finding and understanding the main ideas. If when you have finished skimming you don't have any idea what the material is about, then you have read it too quickly. Try it again until you discover your best skimming rate.

Extension Activities

Obtain some old copies of magazines, and use a highlighter pen to highlight the parts of a story that should be read when skimming it. Show the highlighted story to the students so they can see how much of it should be read when skimming. Later, give the students an opportunity to skim the story, using your highlighting as a guide.

Materials

Textbooks
Magazines
Newspapers
Journals
Encyclopedias

SCANNING STRATEGY

This is a special style of reading you should use when you want to quickly find a specific piece of information in a list of names, words or numbers. When you scan you do not read every word. Scanning means moving your eyes quickly over the material, stopping only when you spot the information you are looking for.

Scanning is a skill used to quickly locate specific information in lists or reading material. For example, you would scan to find numbers in lists, words in a dictionary, or names in a telephone directory.

To scan, you must know what information you are looking for. You must have the specific number, word, name or fact in mind. Then, when you are scanning, you must look for that number, word, name or fact.

How to Scan

1. Know what you are looking for.
2. Figure out how the information is organized in the material you are going to scan.
3. Say the number, word, name or fact to yourself to fix the information in your mind.
4. Begin by scanning in the area of the material in which the information is most likely to be located.
5. Look for the information that matches what you have in mind.

Extension Activities

As opportunities present themselves, encourage the students to use their scanning skills to locate numbers, words, names, and other facts. They could scan for information in telephone directories, dictionaries, bus schedules, almanacs, indexes, atlases, and any other materials that contain information in list form.

Materials

Telephone directories
Dictionaries
Bus Schedules
Almanacs
Indexes
Atlases
Other List Materials

SQ3R

There are several study reading methods that are quite helpful. One is SQ3R. This is an acronym for:

S—Survey
Q—Question
R—Read
R—Recite
R—Review

SQ3R requires active reading and really prepares for examinations as the student reads.

1. **Survey:** Using a textbook chapter, have the student read the title and think if he/she knows anything about the topic. Then read the introductory paragraph, the section, and subsection headings that are in bold print, and the chapter summary. Read over any questions at the end of the chapter. The purpose of this is to introduce the material, to get the person to think about what he/she is to study, and to recall anything studied in the past about the topic.

   Continue #2, 3, 4 throughout the chapter. Formulate a question from each subheading, read to find the answer, and answer the question. It works in a circular manner.

2. **Question:** Take the first sectional heading that is in bold print and turn it into a question.

3. **Read:** Read the material in the section to answer the question asked in #2 (#2 and #3 are good places to use the highlighter).
4. **Recite:** Recite the question/answer to self or to a tutor, then have student recite the answer to the question developed.
5. **Review:** Go back to the first of the chapter. Look at the sectional headings and remember the question you made from them. Then, recall the answer. Comprehension should be much better and the student should have an edge in test preparation.

MAIN IDEA

The **main idea** of a paragraph is the most important point the author wants you to understand about the subject matter of the paragraph. You may also hear the **main idea** sentence called the **topic** sentence. The **main idea** sentence and the **topic** sentence are the same thing.

How can determining the main idea help you as a reader?

Because the main idea is the one central idea which the author wants you to understand about the subject matter (the topic), once your determine that main idea you will understand more clearly what you are reading.

Advantages

1. Actively seeking main ideas will help you focus your concentration on what you are reading.
2. Since the main idea is the "glue" that holds the details of the paragraph together, you will be able to recall many more of the details that support the main idea.
3. You will find that determining the main idea is an aid in studying.
4. Identifying the main ideas of separate paragraphs will enable you to write effective summaries of longer selections.

How can you determine which sentence is the main idea sentence? Follow these steps:

1. Read the paragraph carefully.
2. Determine the subject matter of the paragraph by asking yourself, "WHO or WHAT is the passage about?"
3. Ask yourself: "What is it that the author wants me to understand about this subject?"
4. Search for a single sentence in the paragraph that answers the question, "What is it the author wants me to understand about this subject?" **A sentence that answers that question is the main idea of the paragraph.**

Locating the Main Idea Sentence

1. Often, the first sentence of the paragraph states the main idea.
2. Sometimes, the last sentence in a paragraph states the main idea.
3. Occasionally, the main idea sentence is neither the first nor the last sentence but one of the other sentences in the paragraph.

When a passage seems difficult, you may be tempted to select a sentence as a main idea just because it contains familiar or interesting information. But these are not the right reasons for selecting a sentence as the main idea sentence. To be the main idea, a sentence must always answer the question, **"What does the author want me to understand about the subject matter?"**

Summary

When you read, locate the **main idea** of a paragraph by asking yourself these questions in this order:

1. What is the subject matter? In other words, who or what is the passage about?
2. What does the author want me to understand about the subject matter? (The answer to this question if the main idea.)
3. Does the first or last sentence of the paragraph answer the question, "What does the author want me to understand about the subject matter?"
4. If your answer to the previous question is no, then is there a sentence within the body of the paragraph that states the main idea?

How can you check to see if you have actually located the main idea? You should do the following:

1. Check to be sure the main idea says something about the subject matter.
2. Check to see that the main idea sentence you selected covers all the important information in the paragraph.

Exercise

Who or what is the sociology textbook passage below about? What does the author want you to understand about the subject?

Just as blacks are victimized by racism, women suffer from the sexism of American society. **Sexism** is the ideology that one sex is superior to the other. The term is generally used to refer to male prejudice and discrimination against women.

In Chapter 9 it was noted that blacks can suffer from both individual acts of racism and institutional discrimination. **Institutional discrimination** was defined as the denial of opportunities and equal rights to individuals or groups which results from the normal operations of a society. In the same sense, women can be said to suffer both from individual acts of sexism (such as sexist remarks and acts of violence) and from institutional sexism.

Subject matter:____

____

____.

Main idea sentence:______________________________________

____

____.

HOW TO MAKE WELL-ORGANIZED OUTLINES

Outline:

I. Outlines have two basic characteristics.
  A. They are accurate summaries of information.
  B. They are organized to show how ideas are related.
II. Outlines are written in a specific format.
  A. They begin with titles.
  B. Statements are labeled with numbers and letters.
    1. Roman numerals label major thoughts.
    2. Capital letters label details.
    3. Arabic numerals label minor details.

How To Make An Outline:

1. Make coordinate outlines.
   - Always use at least two Roman numerals (I and II).
   - If you use capital letters under a Roman numeral, always use at least two (A and B).
   - If you use Arabic numerals under a capital letter, always use two (1 and 2).
2. Always subordinate items if they can be subordinated.
3. Outline information in the order in which it is written in a passage (rather than rearrange the sequence).
4. Write titles for your outlines that summarize the information in the passage.

Outlining Exercise: Advertising

Do not outline the first sentence, which is the introduction. Use the following numbers and letters in your outline: I, A, B, C, II, A, B, III, A, B.

There are three basic types of advertising: selective, primary demand, and institutional.

> **Selective advertising** promotes the sale of specific brand name products, such as Bayer aspirin, Ford automobiles, and Maxwell House coffee.
>
> **Primary demand advertising**, on the other hand, encourages the total demand for a product without promoting any single brand. For example, advertisements of the Wool Bureau attempt to convince consumers to purchase clothing made of wool rather than synthetic fibers. Similarly, the American Dairy Association advises us to "Drink More Milk."
>
> The third type, **institutional advertising**, has as its purpose to create good will toward the advertiser. When a utility company runs an ad that explains how to save money on electric bills or when an insurance company sponsors a television commercial that explains how to maintain good health, it uses institutional advertising. Any advertisement designed to make you think well of a company or organization, and that does not request you to make a purchase, is an example of institutional advertising.

Source: 1990 Houghton Mifflin Company

Outlining Exercise: Behavior Disorder

Do not outline the first paragraph, which is the introduction. Use Roman numerals, capital letters, and Arabic numerals in your outline.

Neuroses are relatively mild behavior disorders. However they are sometimes sufficiently disturbing that it is necessary for individuals showing the symptoms of neuroses to seek professional help.

> **Anxiety reactions**, constituting the most common neurosis, are found in people who have much more tension than average people have. Sometimes people who suffer from this neurosis are overtaken by the strong feeling that something unfortunate is about to happen. This feeling may be accompanied by physical responses, such as weakness, fast breathing, or the desire to vomit.
>
> There are two basic types of **obsessive-compulsive reactions**: obsessive thoughts and compulsive acts. Obsessive thoughts are unwelcome thoughts that crowd the neurotic's mind to the extent that they interfere with normal

activity. The person may, for example, have recurring thoughts of killing a spouse, jumping out a window, or committing a crime. Compulsive acts often serve the purpose of making a person feel better about obsessive thoughts. A man who has continual thoughts of killing his wife may call her several times a day to check on her well-being; people who have the obsessive thought that they will say something "dirty" may brush their teeth many times a day. **Phobic reactions** are uncontrollable fears about dangers that do not exist, or fears are too great in relation to the danger that actually exists. Acrophobia and claustrophobia are two of the many phobic reactions. Acrophobia is the excessive fear of height. A person who cannot look out the window of a skyscraper or cannot cross a bridge without extreme discomfort may be suffering from acrophobia. Claustrophobia is the fear of being in small, closed places. A person who cannot enter an elevator or walk into a large closet without experiencing great distress may be a victim of claustrophobia.

Source: 1990 Houghton Mifflin Company

HOW TO SOLVE WORD PROBLEMS

Key Point: Develop a problem-solving strategy and use it often to build good habits.

Practice, practice, practice.

To be good at anything, you have to practice. But before you practice, you need a good technique.

CAUTION: TEXTBOOKS ARE OFTEN MISLEADING.

Textbook examples do not use a good problem-solving strategy. Textbooks don't show how to setup a problem. Textbooks don't show how to explore and test basic principles. Textbooks don't show you what to do when you're stuck. Textbooks can lead students into making these five common **errors**:

- Don't use scratch paper.
- Try to work the problem too quickly.
- Don't write anything down unless it's right.
- After reading the problem, immediately search back through the book for a similar example or for a formula to use.
- Use too much memorization, rather than developing a strategy.

What Kind of Problem-Solver Are You?

Most students can be described by the problem-solving strategy they use. Here are six typical levels ranging from beginner to expert.

Level 1 —No strategy. Confusion, uncertainty and frustration reign. "I don't have the foggiest idea how to solve this problem."

Level 2 —Strategy involves memorizing a solution, but with little understanding of what's happening.

Level 3 —Strategy involves looking back through the book for similar problems. If none exist, then student is stuck. Student usually understands problems when the teacher or book do them, but can not solve new problems easily.

Level 4 —Strategy is good enough to work most problems, but student does not feel confident about problem-solving.

Level 5 —Strategy involves trying multiple problem-solving techniques when required.

Level 6 —Strategy involves deriving all new theorems and concepts to understand the material thoroughly. Many books do this, hoping students will follow.

What Kind of Strategy Should You Use?

Here is a good four-step problem-solving strategy that can work with any problem. However, specific topics often require additional tricks or techniques.

A GOOD 4-STEP STRATEGY:

Step 1—Set-up: Read, sketch and write out the problem information carefully.

Step 2—Exploration: Identify the principles.

Step 3—Implementation: Apply principles and work the problem.

Step 4—Verification: Check your answers with common sense, the book, or friends.

STEP 1—

Problem Setup: The most important step in problem solving. Studies show that experts spend more time on problem set-up than amateurs. One technique you can use is to "circle the problem" three times.

Circle the problem—first time. Read the problem carefully. Sketch a picture on scratch paper. Close your eyes and visualize the situation. This is very important.

Circle the problem—second time. Reread the problem. Vocalize each word; check off each word; look up each word you don't clearly understand. Draw an accurate figure with all givens or data shown in the figure.

Circle the problem—third time. Write down: Given: (use algebraic symbols, if possible); Find: (Look up the definition of the quantity to be found).

During problem set-up, we are trying to activate our brains. Verbalize, visualize and symbolize.

STEP 2—

Exploration: This is the most difficult step because experience is important. Exploration is a creative process. It requires courage and self-confidence. Exploration means discovering hidden ideas. Exploration means selecting the principles and definitions to use in problem-solving.

Exploration is not taught in textbooks. Exploration techniques include:

- **imitation**—find a similar problem (often used)
- **partition**—break the problem into parts
- **verbalization**—describe the problem in words
- **discussion**—discuss the problem with others
- **definitions**—review definitions of concepts and rules
- **simplification**—look at a simple version of the problem
- **test drive with 123**—substitute 1, 2, 3 for unknowns or the answer, to look for patterns
- **trial and error**—test ideas, look for mistakes (use with hierarchical knowledge)
- **work backwards**—if an answer is known or guessed, work the problem backwards
- **test limits**—set one or more values to zero or to infinity
- **visualization**—visualize the problem to stimulate intuition
- **guess**—a powerful technique when used with visualization
- **context changing**—move the problem to a different context
- **context distortion**—make the familiar strange or the strange familiar
- **impossibility**—assume an impossible answer and try to verify it to test problem knowledge.

STEP 3–

Implementation: Work the Problem. Work the problem. Write out the principle or formula to be used, first in words, then algebraically. Solving the problem usually means finding "n equations and n unknowns." Work the problem algebraically first, then plug in numbers.

For many subjects, like chemistry and physics, problem-solving requires additional techniques depending on the type of problem you're dealing with. For example, motion problems would be worked differently from rate problems or calorimetry problems. When required, you should be aware of these additional techniques and add them to your basic four-step strategy.

When doing homework problems, try to work every problem. If you get bogged down, go on to the next problem. Later, you can come back and try those you missed. Often, you'll be able to figure them out, because of improved understanding, as you successfully work other problems.

STEP 4–

Verification: Check the solution. Does your result seem reasonable? Close your eyes and visualize the solution. Check answer with book, with friends, with common sense.

Analyze mistakes. Mistakes made before a test can be useful. They can help you clarify ideas and point out weaknesses.

* * * * * * * * * * * * * * * *

IMPORTANT NOTE

Never skip any of these problem-solving steps, especially on easy problems.

You want to develop a strategy you can rely on. You build confidence through practice with easy problems.

HOW TO ANALYZE PLOT AND STORY

The plot analysis:

1. Protagonist. Identify the main character in the story.
2. Prize. Determine the protagonist's goal or purpose by answering the question, "What does he or she want?"
3. Obstacle. Determine who or what keeps the protagonist from getting the prize. Does the protagonist have an antagonist? Does the protagonist have a basic character flaw? What other obstacles stand in his/her way?

4. Point of attack. Determine which event in the story or novel sets in motion the conflict between the protagonist and his/her obstacle. The point of attack occurs early, usually within the first two pages.
5. Complications. Briefly trace the plot from the point of attack. List the events, in order, that temporarily keep the protagonist from getting what he or she wants. Think of complications as setbacks.
6. Climax. Find the "moment of truth," the point at which it is clear to you that the protagonist either will or will not reach the goal. The climax is often a highly memorable scene near the end of the story or novel.
7. Resolution. Determine the outcome. After the climax, what happens to the protagonist and to the rest of the characters? Are their lives different at the end of the story or novel? Has anything changed?
8. Theme. Determine what insight into the human condition you have gained as a result of the plot's resolution.

The character review sheet:

1. What are the character's personality traits?
2. What does the character look like?
3. How does the character respond to complications?
4. How does the character interact with other characters?
5. What does the character say about himself of herself?
6. What do other characters say about him/her?
7. What does the author or narrator say about the character?
8. What purpose does this character serve in the story?

Exercise

"Still Life With Seascape"

In art museums, in houses filled with arty posters, in trendy restaurants with rotating exhibits of local painters—in all these places Barbara had felt she would paint someday. This was the day. Her brushes and paints still had price tags. Her canvas was dinged at one corner where she had forced it into the truck. She had bought a huge canvas because she wanted to paint big and bold. She had tied back her long black hair so that it would stay out of her way as she flung paint on the canvas. Her jeans were already splattered from redoing her kitchen cabinets. And her flannel shirt was new. She had chosen it because it was the perfect shade of blue. Atlantic blue.

The teacher, thin and pale, walked in and barked in an English accent, "Hullo. My name is Nancy Hemmings. Today you are going to paint. And you will paint every Tuesday for three months. You are going to learn to express yourself with color. Has everyone come with painting tools?"

Barbara looked around. There were nine other aspiring painters. They all spread their brushes and paints in front of them. Ms. Hemmings strolled past each desk, picking up tubes, turning them over in her hand, replacing them with a slight snort or an exaggerated shrug.

Barbara told herself she didn't care about the teacher; she cared only about the opportunity, about the space she had carved out of her week, for this—for painting class. But when Ms. Hemmings reached Barbara's place, she whistled. "What about yellow ocher? Ray sienna? Where is your burnt umber? You seem to have purchased ten tubes of blues and greens."

"I'm painting scenes from the coast of Maine," Barbara explained. She tried to sound casual and assured, but her feet were tapping nervously on the rung of her chair.

Ms. Hemmings laughed through her nose. "You'll be painting a still life for the first two months of this class. I shall arrange it on a table momentarily. Then each one of you will attempt (with my advice and help) a realistic rendition of a brownish draped cloth, a vase with yellowish dried flowers and a simple reddish clay bowl. Please purchase appropriate colors before the next class."

Barbara knew here face was flushed. She straightened in her seat so that she might appear taller. "I'm sorry, but I understood this was an open workshop. I have a sketchbook from this summer. I have some paintings in mind." Did she sound shrill or intimidated? She wanted to be assertive and adult but not to offend.

The teacher bent her head to look into Barbara's eyes. "This is not 'What I Did on My Summer Vacation.' This is 'Introduction to Painting' and I am doing the introducing. Please have patience with my methods."

Barbara's fingers, which had itched all August to paint great blue and gray swatches of color across the stark white canvas, now itched to fling the brushes and paints at Ms. Hemmings' very thin lips.

Exercise

Analyze the plot of the story so far, using the following study guide elements: Protagonist, Prize, Obstacle, Point of Attack, and Complications.

Write a character review sheet for Barbara.

Source: Robert Valleriani

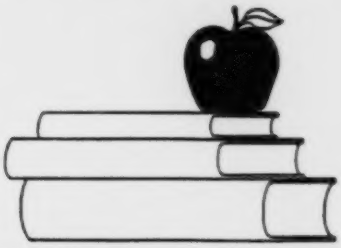
CRITICAL READING

A critical reader constantly asks one big question as he reads:

AM I REALLY THINKING ABOUT WHAT I'M READING?

Break that question apart into many other questions:

Consider the Source	1. What kind of publication is this? 2. What is the author's background in this subject? 3. To whom is the author writing?
Recognize What is Said	4. Had the author really said what I think he said?
Recognize Assumptions, Implications	5. Does the author make inconsistent statements? 6. What has the author assumed to be true? Which of these assumptions are stated?—unstated? 7. Does a particular statement depend on context for its intended meaning? 8. What does the author imply? insinuate?
Recognize Intent, Attitude, Tone, Bias	9. Why is the author writing this? motive? purpose? 10. What is the author's attitude? tone? biases? 11. Does the author mean what he says—or is he making his point in a roundabout way through humor, satire, irony, or sarcasm? 12. Are the author's words to be taken exactly as they appear, or are they slang, idioms, or figures of speech? 13. Which of the author's statements are facts?—opinions?
Analyze Arguments	14. Does the author write emotionally?—using sentiment? horror? name-calling? flag waving? 15. Which of the author's statements does he support? which does he leave unsupported? 16. What conclusions does the author reach? 17. Of the author's conclusions, which are justified? which ones are not justified?



A critical reader:

1. does not believe everything he reads.
2. questions everything which doesn't make sense to him.
3. questions some things even though they do make sense to him.
4. rereads when he thinks he may have missed something.
5. considers the type of material he is reading before deciding how much weight to give to it.
6. admits that the effect on him of what the author says may be caused more by the author's style of writing than by the facts presented.
7. analyzes arguments.
8. discounts arguments based on faulty reasoning.
9. has good reasons for believing some things and disbelieving others—for agreeing with some authors and disagreeing with others.

Source: CRITICAL READING IMPROVEMENT, Anita Harndek (McGraw-Hill, 1978)

WRITING TIPS

A COMPREHENSIVE STUDY STRATEGY UTILIZING SELF-ASSIGNED WRITING

Porpe: The first three steps of PORPE—Predict, Organize, and Rehearse—involve students in the encoding processes of selection, acquisition, construction, and integration. The last two steps, Practice and Evaluate, involve students in the metacognitive processes used to regulate and oversee learning.

Predict— After students finish reading an assignment, they use PORPE's first step, **Predict,** to generate potential questions that would make good essays. In this critical step, students clarify the purposes of their subsequent study. By posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison, or comparison and contrast, or an evaluation of the key concepts from a chapter, students are forced to process the text in a more active or elaborative manner as they read and study.

Organize— **Organize** involves students in constructing the information that will answer the self-predicted essay questions. For each predicted essay question, students map or outline answers in their own words. Students can work in pairs to brainstorm their own organizational structure for another predicted essay question. Representatives from each pair should then share their organizational structures and rationales on the chalkboard. The final step would be for the students to develop their own map or outline for a different essay question and to receive written feedback from the instructor. Instructors would then need to check students' work for accuracy, completeness, organization, and use of appropriate examples.

Rehearse— The third step of PORPE, **Rehearse**, engages students in the active self-recitation and self-testing of the key ideas from their maps or outlines. Students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory. Instructors should once again stress the difference between the processes of recall and recognition so that students will accept and internalize the need for a rehearsal step in their study.

Practice— The fourth step, **Practice,** is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form. This act of writing leads students from passive and literal-minded responses to higher levels of thinking and reasoning such as analysis and synthesis. Instructors can facilitate this step by discussing the procedures for writing an effective answer. Students should be taught to read each question carefully before they begin to write, underlining key words. Next, they should be encouraged to sketch their outline or map before they begin writing. Once they begin answering the question, they should make sure that their opening sentence rephrases the essay question and/or takes a position. Finally, students should reread the essay question to insure that they have directly answered the given question.

Evaluate– The final step of PORPE requires students to **Evaluate** the quality of their practice answers. The objective of this step is for students to see their writing as a unique form of feedback and reinforcement that monitors and evaluates their level of understanding and learning. To facilitate this process, students are given a checklist which requires them to read and evaluate their text as a professor. The checklist ask students to determine the following:

(a) Did I directly answer the question?

(b) Did I have an introductory and/or position statement?

(c) Did my answer organize the major points so that these were obvious to the reader?

(d) Did I include relevant details and examples?

(e) Did I provide transitions for the reader?

(f) Did my essay demonstrate a thorough knowledge of the content and will it make sense to a professor?

Since this step is a critical self-regulatory process, college reading professionals will need to arrange sessions where students read, discuss, and evaluate the merits of various essay answers. Once students become more accustomed to evaluating answers objectively with a checklist, they can work in pairs to evaluate each other's essays and independently evaluate their own answers.

MIND MAPPING

Mind mapping, a useful tool for notetaking, writing, planning/organizing, and speech making, capitalizes on the ways the brain processes and recalls information. Developed by Tony Buzan, this technique can be used in almost any activity which requires thought, recall, creativity or planning.

Making Mind Maps

1. Write the main idea in the center of the page and draw a shape around it.
2. Sub-concepts should branch out from the center much like spokes of a wheel. Draw shapes around sub-concepts.

3. Ideas should be noted by using KEY WORDS rather than complete sentences—the fewer the words, the better.
    a. Use capital letters for a more graphic effect and more comprehensive feedback.
    b. Print words on lines and connect lines to other lines/shapes. This gives the mind map a basic structure.
4. Don't worry about the order of placement or words on the page. If something is left out, write it anywhere and draw an arrow to the ideas relative to it. If information must follow a particular sequence, number those parts of the mind map accordingly.
5. Use different colors to make specific parts of the map outstanding. Colored images are more easily remembered than black and white ones.
6. Shapes can be drawn to give a three-dimensional effect.
7. In addition to using key words, incorporate visual images, symbols, and pictures into the mind map.
8. Use arrows to link and associate different areas in the pattern.
9. Make each mind map as different from your other mind maps as possible—different colors, different shapes, different key words. This aids memory because we remember those things which are **outstanding** or **different**. If all of our mind maps look the same, we will not remember the information as quickly or as easily.

Benefits of Creating and Using Mind Maps

1. Making mind maps strengthens the right side of the brain. At the same time, the brain's left side is enhanced thereby creating a synergistic effect.
2. Recall and review are quicker/more effective because mind maps visually connect ideas and concepts. The visual pattern made by the mind maps simulates how the mind actually works when it processes information—by making connections and associations.
3. Listening skills improve when one uses the mind map technique for note taking. Instead of focusing attention on writing down every word the lecturer says, the mind mapper concentrates on concepts and meanings and how they interrelate.
4. Mind mapping is FUN and RELAXING! People report feeling less tense and uptight as well as enjoying the process. It capitalizes on our natural tendency to doodle.
5. Mind maps allow the brain to make new connections readily among bits of information, connections which cannot be make if information is written in a

linear or outline form. It is an extremely helpful tool when used in a brainstorming session.

6. Mind maps give users a psychological advantage. Since more information can be included on a mind map than in notes written linearly, students have less pages to study for tests. This helps to reduce the fear and anxiety associated with preparing for tests.
7. Using only key words quickly "unlocks" information which is stored in memory. One saves time since it is no longer necessary to "wade through" numerous words to reach the important key words.
8. The imagery created through the use of colors and shapes enables mind mappers to "see" in the mind's eye information needed for making a speech or taking a test.

Problems Encountered in Initial Mind-Mapping Attempts

The first problem many people face when learning the mind mapping process is overcoming the fear of attempting something new. In order for people to reap the benefits of mind mapping, they must be willing to step beyond their comfort zones and to experiment with a different way of thinking about information.

Second, most people feel somewhat awkward drawing pictures and symbols. Some may find it difficult to create a variety of shapes and patterns with the colored pens. Some say, "I can't draw."

Third, breaking the habit of making lists and outlines can be difficult for some people. After all, haven't we been making our lists and checking them twice all of our lives? And haven't we mastered the art of making neat outlines when writing a report/research paper or planning a speech? Mind mapping appears to go against all the rules and principles we've learned in the past.

How can you overcome these problems? Here are some suggestions:

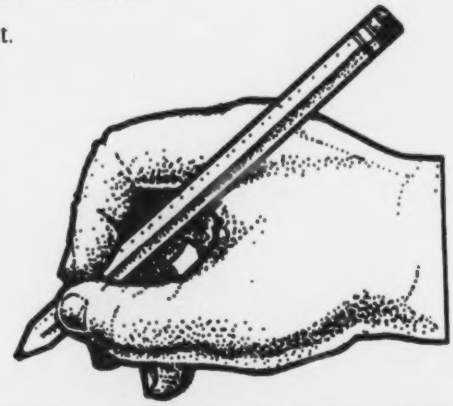
1. Be open to the mind-mapping process to the extent that you will at least try making several mind maps of your own. If you never muster the courage to venture outside your personal comfort zone, you cannot discover whether the process works for you.
2. Try mind mapping a chapter in a book. You can refer to the text material as often as necessary. For many, this is easier than trying to mind map a lecturer.
3. Practice drawing all kinds of shapes, lines, symbols, and patterns. You will surprise yourself regarding how much more creative your mind maps become as you become more aware of the infinite number of forms/shapes you can produce.

4. Realize that what you put on paper is not written in stone. If you are not satisfied with your first attempts, just toss them in the wastebasket. You may, however, want to save your first mind maps to compare with your later ones. It's fun to check one's progress over a period of time.
5. Enlist the support of several friends. You are more likely to master the process if you feel that others value it too. Sharing the learning is half the fun!
6. Use colored pens which "feel right" to you. People have preferences regarding large barrel/small barrel, fine/medium/wide tips, etc.
7. Use every opportunity to use your new skill. Make mind maps instead of your usual linear outlines when attending a meeting, listening to a lecture, planning a speech or a lesson, brainstorming (either by yourself or in a group), watching a telecourse lesson on broadcast television, planning a party, planning a meeting or conference, etc.

STRATEGIES FOR WRITING A REPORT

1. Select a topic on which you can find information. Make sure that your topic is not too big or too small.
2. Go to the library to see what material is available. Use the card catalog, the Reader's Guide, and special collections in the library. Use what you know about the Dewey Deimal System to locate books.
3. Make a list of the reference sources that contain information on your topic.
4. Skim some materials quickly to decide which areas of the topic interest you most. You will want to read the materials that cover these areas more carefully.
5. Take notes on the areas that interest you most.
6. Make a detailed outline of your report containing an introduction, body, and conclusion.
7. Organize your notes according to your outline.
8. Write your report using your notes and your outline.
9. Proofread, correct, and recopy your report.

After writing the first copy of a research paper, it is important to carefully proofread your report. You proofread to check for correct spelling, capitalization, and punctuation. You should also make sure that words are properly divided at the end of a line. Use the dictionary to help you proofread.



Guidelines for Proofreading

1. Proofread for only one type of error at a time. First read to see if all the sentences make sense. Next check for spelling errors. Look for mistakes in capitalization and then check punctuation.
2. Before dividing a word a the end of a line, remember that words of more than one syllable can be divided only between syllables. A syllable of a single letter cannot stand alone on a line.

STRATEGIES FOR ORGANIZING A RESEARCH PAPER

An interesting and accurate research paper is the result of careful planning and hard work. Before you undertake a research project, you should be aware of the many steps involved in the process. If you follow the suggestions that are given here, you will find your next research paper a less difficult task than you may have anticipated.

Step 1: **Choose a topic.** You must start by choosing a topic. It should be one you are interested in, because you will be studying it for some time. Even if the instructor gives you some guidelines on what your topic should be you should find the one that interests you the most.

Step 2: **Identify the sources of information.** After you have chosen your topic, you must identify the sources of information available on the topic. Your college and public libraries will have many sources of information that you can use to do your research. Carefully select the books and journals you will need. You may also want to interview people, read old newspapers, read magazines, or record your own observations about your topic.

Step 3: **Prepare bibliography cards.** For each reference you decide to use, you must prepare a bibliography card. Bibliography cards completely identify the reference sources from which you are going to take information.

Step 4: **Take notes.** Next, you must assemble all the reference materials you have found and begin reading. As you read you must take notes on all the facts and information you want to include in your paper. Be sure to write the notes in your own words.

Step 5: **Write an outline.** After you have taken notes on all the information you think is important, think about the order in which you want to present the information in your paper. Write and outline that shows how you want to organize your research paper.

Step 6: **Write your paper.** When your notes and outline are complete, you are ready to write your paper. The information on your note cards will help you fill in your outline with facts, and soon you will have a clearly written, orderly research paper.

Step 7: **Prepare footnotes.** Whenever you include a quotation or a major idea from a reference source, you must give credit to the person whose idea or words you used. To give credit in research papers, footnotes are used. Footnotes identify the sources from which the quotations, facts and ideas were taken

Step 8: **Write a bibliography.** To complete your research paper, you must write a bibliography, or list, of all the sources of information you used.

Step 9: **Prepare a title page and a table of contents.** Make a title page and a table of contents that shows the order in which the subtopics in your paper are presented.

If students need to go through a step by step process this is covered in **LEARNING TO STUDY**. Each step has a complete strategy of how to complete that step.

STRATEGIES FOR JOURNAL WRITING

Students are often asked to keep a daily journal. Parts of the journal may be shared in class by the students orally and in writing. This is to give each student writing practice each day and to develop his/her observational powers.

Before You Write:

1. Beforehand, think of the kinds of things you have done on that day.
2. Make your entries brief if you like. You may use abbreviations.
3. Have a good-sized notebook on hand and something to write with.
4. Choose the time of day that you feel most like reflecting and writing.
5. Use all your senses as much as possible.

After You Write:

1. Are you satisfied with what you have written?
2. When you read what you have written, is it explained well enough for someone who was not there to understand?
3. How could you make your entry better?

Note: If students need individual work with Journal Writing they will be referred to Chapter 3 in THE ART OF COMPOSITION by Robert C. Meredith.

TEST TAKING/REVIEWING

FLASHCARDS

Most students make notes on notebook paper, but some very successful students prefer to study from notes written on index cards.

How to make notes on 3-by-5-inch cards:

1. Write a descriptive title on the blank side of a card.
2. Write details on the back of the card.

or

1. Write the question on one side of the card.
2. Write the answer on the back of the card.

Use flashcards for equations, formulas, definitions, theories, key words from your notes or textbook, axioms, dates, foreign language phrases, hypotheses, sample problems and more.

Advantages:

1. Since cards are small, they require you to summarize and condense information.
2. Cards make it easy to integrate class notes and textbook notes because you can copy information in your class notes onto related textbook notes so that all the information about a topic is in one place.
3. Cards make it possible to separate information that you have learned from information that you have not learned.
4. Cards are convenient to study at time when studying from a notebook or textbook is inconvenient.

REVIEWING

The following exercise will help you develop an effective approach to reviewing for exams.

Step 1: One of the ways to become "exam-wise" is to familiarize yourself with the thought processes that go into making up an exam. Assume that you are an instructor and create a quiz based on this lesson. Compose at least two essay questions and five multiple-choice questions. The tutor participates in this activity; exchange questions and criticize one another's work.

Step 2: Assume that you are going to have an important exam in one of your major subjects in one week. You have determined that there will be four essay questions and twenty multiple-choice questions.

a. Make a list of all the things you should do to get ready for the exam.

b. Create a time schedule that will enable you to complete your studying by exam time.

Step 3: Identify a course you are taking this term which you consider difficult. Make a list of ways to make the material come alive when you do your studying. List any game or gimmick you can think of. Compare list with that of your tutor and discuss your ideas.

Step 4: Look at some old exams and quizzes you have taken. What could you have done before those tests that might have improved your grades?

Source: Spargo, THE COLLEGE STUDENT

TUDY CHECKLISTS

Clarify your intentions about reviewing. Use the intention statements in this chapter, (Source: BECOMING A MASTER STUDENT, pp. 139-140) or invent your own, to draw a detailed picture of your plans for review time.

Your commitment to review is your most powerful ally.

Study Checklists, mind map summaries and flash cards take the guesswork and, just as important, much of the worry, out of studying. When you use these tools on a daily and weekly basis, you are dividing a big job into small, manageable parts. Your confidence will increase and you will probably sleep better at night.

Study checklists are used the way a pilot uses a pre-flight checklist. Pilots go through a standard routine before they take off. They physically mark off each item: test flaps, check magneto, check fuel tanks, adjust instruments, check rudder. They use a written list to be absolutely certain they don't miss anything. Once they are in the air, it's too late, and the consequences of failing to check the fuel tanks could be drastic.

Taking an exam is like flying a plane. Once the test begins, it's too late to memorize that one equation you forgot. And the consequences could be unpleasant.

Make a list for each subject. List reading assignments by chapters or page numbers. List dates of lecture notes. Write down various types of problems you will need to be able to solve. Write down other skills you must master. Include major ideas, definitions, theories, formulas, equations and other information you might need.

A study checklist is not a review sheet. It contains the briefest possible description of each item.

Keep a study checklist beginning the very first day of class. Add to it as the term progresses. Then, when you conduct your final major review sessions, check items off the list as you review them.

A study checklist for a history course might look like this:

Study Checklist—American History

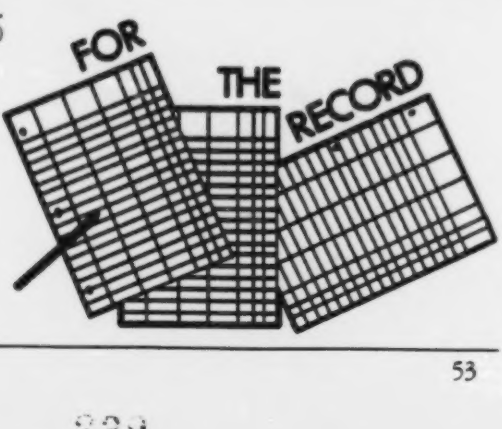
Material:

Text pages, 150-323
Lecture notes, 9/14-10/29
The Federalist, 1, 3, 14, 18, 26, 41
C.A. Beard, Etc. Interpr. Const., pages 56-81, 114-117
Rossiter, pages 314-336
Hill, pages 175-183, 214-226

Subjects:

Hamilton and bank
Frontier crisis
Jay's treaty and foreign policy
Election 1796
Alien and Sedition Acts
Pinckney's Treaty
John Adams' presidency: domestic policy, foreign policy
Jefferson's presidency: domestic policy, foreign policy
Louisiana Purchase

Source: BECOMING A MASTER STUDENT, pp. 139-140



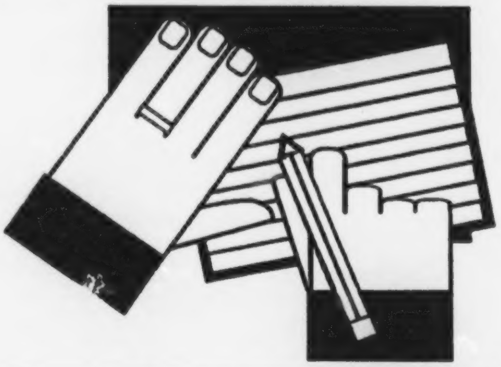
STRATEGIES FOR TEST TAKING

1. Read all directions.
2. Read through the questions.
3. Items of different weights should be noted.
4. A general time schedule should be developed, allowing more time for questions of most value.
5. As questions are read, notes should be made in the margins.
6. Begin answering the easiest questions.

It is important for students to prepare themselves physically and emotionally, as well as intellectually, for a test. Students must develop a "can-do" belief in themselves, particularly if they are well prepared. Exams are not life-and-death situations, but students sometimes need help putting tests in a proper perspective. It is physically essential that students eat properly and get sufficient sleep. The night before a test should be a time for a relaxed review of notes, outlines, study sheets, and textbooks. Prior to the test, it is possible to relax with breathing exercises and by consciously relieving tension from muscles.

Essay exams follow the basic guidelines of writing skills. A major idea is presented, and examples or details are provided to support or expand the main point. It should be well organized. It is helpful to leave space at the end of each response so that afterthoughts can be added. Time must be allowed for final proofreading. It is essential that sufficient time be provided for reading the exam paper.

Objective tests require a different set of skills. Preparing for an objective test would rely heavily on memorizing details. Objective tests generally fall into four categories: (1) true/false; (2) sentence completion; (3) multiple choice; and (4) matching. It is extremely important to read objective tests carefully because placement of a modifier or a negative can influence the general truth of a statement. Students should mark answers of which they are certain, and use any remaining items they are unsure of. With multiple-choice questions, it is sometimes possible to eliminate incorrect choices by reasoning through each answer. Students should also be aware that the answers to questions can often be found in other questions. As a last resort, if there is no penalty, students should be encouraged to guess the answers.



Test Taking Strategies

A. Always study as if you were practicing for a test.

B. Ask your instructor what type of test format the test will have and what material will be covered on the test.

C. Make up questions that you think will be on the test from every source you have available.

D. Be rested and organized the day of the test by planning ahead the week before the test:

1st night—overview all the material to be covered on the test.

2nd night—brief overview and study first 1/3 of the material.

3rd night—brief overview and study second 1/3 of the material.

4th night—brief overview and study last 1/3 of the material.

5th night—careful overview.

6th day—take the test.

E. Test taking

1. Survey to develop a plan of attack for taking the test.
2. Read the directions carefully.
3. Scoring and grading should be understood.
4. Read the questions carefully.
5. Answer the easy questions first.
6. Go back to the questions you skipped.
7. Read over your whole test before turning it in.
8. Do not change answers unless you are proven wrong on the test.
9. Multiple choice items:
   a. Narrow your answer choices to two by ruling out incorrect or unlikely answers.
   b. The longer, more precise answer choices are often right.
   c. Look for repetition of words in both the stem of the question and in one of the answer choices.
   d. Pay attention to grammatical inconsistencies between the question stem and the answer choices.
10. Write legibly. Turn in a neat paper.

F. Test analysis
  1. Where did most of the test come from?
  2. Was some of my study inadequate?
  3. Did I fail to follow directions, write illegibly, or make careless mistakes?
  4. How can I change my study habits to adjust for these errors?

PREPARING FOR TESTS

1. Attend class regularly.
2. Have a good attitude and determination.
3. Know your learning style.
   A. **Visualization**: Do you learn best when you see it or read it?
   B. **Listening**: Do you learn best when you hear it?
   C. **Written Work**: Do you learn best when you write it?
   D. **Activity**: Do you learn best when you can get involved in doing (labs, shop, class, projects, etc)?
4. Things to know about forgetting.
   A. The moment learning ends, forgetting begins.
   B. The majority of forgetting occurs within the first 24 hours of learning.
   C. The greatest amount of forgetting is caused by interference; that is, what we learn today weakens the memory of what we learned yesterday.
5. What can we do to retain information better?
   A. Find a direct or indirect interest in the material. Relate it to your goals.
   B. Establish good TR (Teacher Relations).
   C. Control personal attitude toward the subject or material.
   D. Seek to grasp and understand the basic ideas and meanings.
   E. Review often. Force Recall. Review at least once within 24 hours after learning.
      1. **Daily Review**—Daily reviews include the short pre- and post-class reviews of lecture notes and reading. Concentrate daily reviews on two kinds of material: material you have just learned, either in class or in your reading, and material that involves simple memorization.
      2. **Weekly Reviews**—Review each subject for an hour at least once a week. The content of these weekly review sessions includes review or assigned reading, review of lecture notes, and practice answering questions in the questions section of your notes. Look over any mind map summaries or flashcards you have created.

   3. **Major Reviews**—Major reviews are usually conducted the week before finals or other major exams. They integrate concepts and deepen understanding of the material presented throughout the term. These are longer review periods, two or five hours at a stretch, punctuated by sufficient breaks. During long sessions, study the most difficult subjects when you are the most alert: at the beginning of the session.

  F. Create Review Tools.

   1. **Study Checklists**—Make a list for each subject. List reading assignments by chapters or page numbers. List dates of lecture notes. Write down other skills you must master. Include major ideas, definitions, theories, formulas, equations and other information you might feel.

   2. **Mind Map Summary Sheets**—Write the main subject in the center of a sheet of paper. Write related subjects on lines branching out from the main subject. To prepare for test, you should create your map from memory, then compare it to your notes and reading.

   3. **Flashcards**—Use flashcards for equations, formulas, definitions, theories, key words from notes, axioms, dates, foreign language phrases, hypotheses, sample problems and more.

  G. Use mnemonic devices—memory tools.

   1. Use acronyms.

   2. Draw pictures, symbols.

   3. Put facts to music.

   4. Color code.

6. How can we improve concentration?

  A. Get into the habit of reviewing by reciting, recalling, and writing.

  B. Omit as many distractions as possible, both physical and psychological distractions.

  C. Relax—Be in control of yourself.

  D. Make studying an **Active** process. Study as if practicing to take a test.

7. Study by your class notes.

  A. Edit and clarify your notes.

  B. Mark important points in your notes. Use different colored markers.

  C. In the left margin:

   1. Add recall clues and questions to be answered.

   2. Draw illustrations.

   - D. Compare text material to class notes.
   - E. Review as soon after class as possible.
   - F. Briefly review notes just before class if time permits.

8. Predict Test Questions.
   - A. In lectures you can watch for test questions by observing not only what the instructor says but how he says it.
     1. Repeats a point several times.
     2. Writes it on the board.
     3. Returns to a subject in a later class.
     4. Questions asked by the instructor in the class.
     5. Questions other students ask.
   - B. Make practice test questions. Have a separate section in your notebook labeled "Test Questions." Add several questions to this section after every lecture and after you read assignments for the course.

STRATEGIES FOR MEMORIZING STRATEGY

Understand—Be sure you understand the facts and ideas you are trying to memorize. It is very difficult to recall information you do not understand.

Associate— Learn to associate, or group, facts or ideas that go together. If you have associated ideas, remembering one will help you remember the others.

Visualize— To visualize is to form a picture in your mind. Visualize the things you want to remember. Close your eyes and try to see the facts or ideas. If you have trouble forming a mental picture, find an actual picture that you can use to help you visualize the facts or ideas.

Recite— Recite, or say aloud, the facts and ideas you want to remember. It is important to say the words out loud so you can hear what you are memorizing. Don't whisper.

Overlearn— Recite the facts over and over until you have overlearned them. Overlearning is learning something so well that you can recall it automatically. You should be able to recall the facts you have memorized as easily as you can recall your own name.

Review— For information to be stored permanently in the human memory, it must be reviewed occasionally. Reviewing is going back over what you have learned. To review facts and ideas you have learned, recite them every once in a while.

If students need more work in this area, see the section "Retention Skills" from LEARNING TO STUDY by Charles T. Mangrum.

MNEMONICS

There are a variety of techniques that individuals use to improve their memory by organizing and associating things to be learned. Mnemonics (nee-mon-iks) is the term used for these techniques. Mnemonics have been used for centuries to remember such things as points of a speech, grocery lists, dates, lists of facts and much more.

The most commonly used mnemonics in schools appear to be acronyms and silly sentences or jingles. To use mnemonics, the student is helped by some ability to visualize and a playful sense of humor. Study doesn't have to all be dull!

Acronyms—Many have committed the names of the Great Lakes to memory by associating them with the word HOMES. Perhaps they visualize themselves lolling on a yacht on the Great Lakes and looking ashore at their palatial homes on shore—2 or 3 of them. (This is where the ridiculous or absurd is encouraged.) That little mental picture ties or associates the Great Lakes and "HOMES" together. From there the student has the first letter of each lake and that there are 5.

H—Huron
O—Ontario
M—Michigan
E—Erie
S—Superior

Acronyms can be used with sentences or phrases by selecting a key word from each sentence or phrase. Use the first letter of the key words to form your acronym. Remember, the more visual/graphic and silly, the better.

Jingles or Sentences. "30 days has September, April, June and November" that's part of a mnemonic jingle most people learn in elementary school. Usually with jingles or sentences, the person uses the key word or the first letter of a key word to create a silly sentence or a jingle. For example, students in Algebra often use the sentence, "Please Excuse My Dear Aunt Sally" to help them remember the order of operations.

Please—Parenthesis
Excuse—Exponents
My—Multiply
Dear—Divide
Aunt—Add
Sally—Subtract

Creating an acronym or silly sentence does take a little time and effort. But once a student has tried mnemonics a few times, he/she often finds the time spent in creating the mnemonic is about the same or even less that repeating the material over and over until memorized. The bonuses are:

1. Creating silly or ludicrous sentences/jingles injects a little humor in otherwise dull study.
2. Once learned, the silly sentence may be retained longer. Why? Students must actively focus attention to create the mnemonic.
3. The acronym or silly sentence gives a peg so students know if they have omitted something.

Source: THE MEMORY BOOK by Lorainne and Lucas

SIMULATION STRATEGY

This will be used to solve academic and job related problems. Simulations differ from role-playing in that their scenarios must be carefully drafted. In these scenarios (1) students are assigned definite roles that require that they take specific action in a well-defined situation, (2) the students are confronted by simulated, real-life situations that require them to take actions just as they would have to in real life. These actions may lead to new predicaments that require new actions. In taking action, the player is not free but stays in character and keeps his actions within the limits prescribed by the role he has assumed and by the realities of the simulated situations. If you are to produce a simulation, the following procedures may prove to be helpful.

1. Prepare the material, equipment and props that will be needed.
2. Introduce the plan to the students. Explain what the purpose of the simulation is. Give the directions for playing it.
3. Assign roles. Probably it is best to pick the players yourself.
4. Brief the students in their roles. Be sure they understand them.
5. Conduct the simulation. Follow the scenario to the letter.
6. Follow up with a critique in which students have a chance to discuss what they have done to draw generalizations. .

Materials:

Social Issues
Academic Problems
Job Related Problems
Novels
Short Stories
Poems
Textbook Material
Literature

Roleplaying Strategy

This will be used to solve academic and job-related problems. May be used to clarify attitudes and concepts; demonstrate attitudes and concepts; deepen understandings of social situations; prepare for real situations (such as practicing the interview procedure for a survey); plan and try out strategies for attacking problems; and practice leadership and other skills. Role-playing is an unrehearsed dramatization, in which the players try to clarify a situation. To carry out a role-playing session, the following procedures are recommended:

1. Pick a simple situation, not a complicated one, to role play. Two to four characters usually are quite enough.
2. Select a cast who will do the job. Use volunteers, if feasible, but only if the volunteers are equal to the task. Sometimes it is helpful to select several casts and run through the role playing several times, each time with a different cast. Different interpretations of the parts should give the audience more data from which to draw their inferences and make their discoveries.
3. Be sure that the characters in the cast understand the situation, the purpose of the role-playing, and their roles. To this end, brief the players well and then discuss their roles with them.
4. Brief the audience. Be sure everyone understands what the players are attempting to do.
5. Stage the role-playing. Let role players interpret freely. However if they get hopelessly lost, it may be necessary for you to stop the role-playing and reorient the players.
6. If it seems desirable, repeat the role-playing with reversed roles or with different role players.
7. Follow up the role-playing with a discussion about what happened in the role-playing and its significance. At this point, the teacher should encourage students to come to some conclusions and make some generalizations. Sometimes the discussion may reveal new or different interpretations and concepts that warrant a replaying of the roles and further discussion and analysis.

Materials:

Novels
Short Stories
Poems
Textbook Material
Literature
Social Issues
Academic Problems
Job Related Problems

Affective

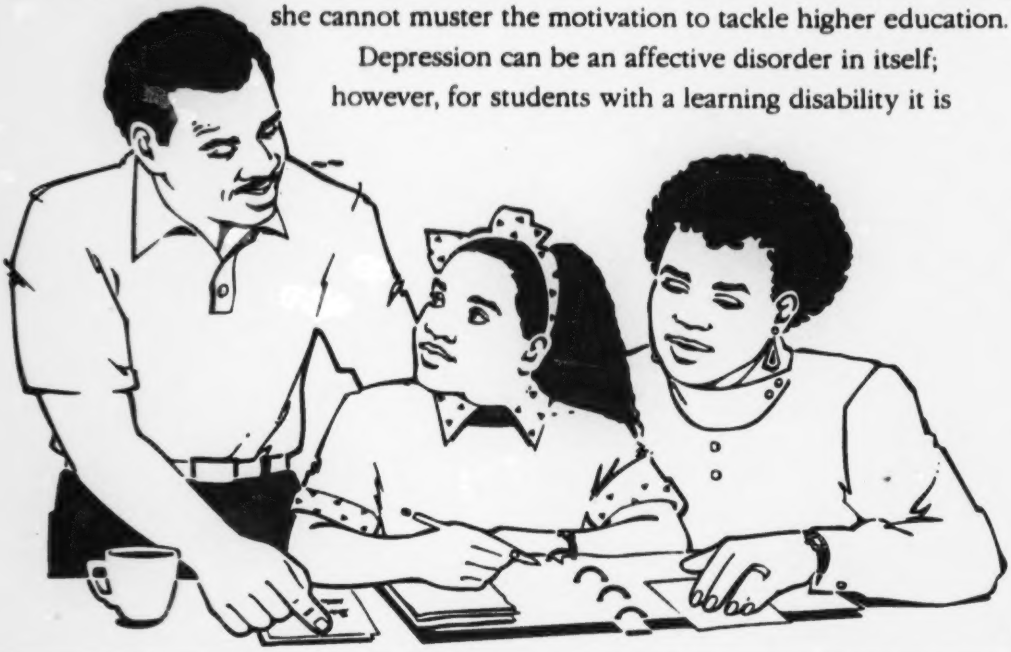
Skills

AFFECTIVE SKILLS

The word "affect" refers to a person's mood, emotions, or feelings. While affective problems are not learning disabilities themselves, these problems of affect or mood can certainly interfere in the learning process and/or exacerbate existing problems. Quite frequently, the learning disability or Attention Deficit Disorder has preceded and possibly caused the affective difficulty. Because these disabilities are "invisible" and often not diagnosed until years of suffering have occurred, problems of affect may likely be the emotional fallout or leftover "baggage" from having learning disabilities. Typically, the pattern is one in which the student begins his academic career as excited and enthusiastic about learning as other children. However, as time passes, the child with a learning disability falls farther and farther behind his peers. With the academic decline comes an accompanying decline in the student's self-esteem and confidence. The tendency is to ignore the initial signs of problems with an attitude that says, "Oh, well, maybe this child is just slow to warm up to school or learning activities, but things will get better next year!" Parents do not want to face the possibility that something may be wrong with their child. Teachers are unfortunately not always adequately trained to recognize the symptoms of these disorders. Because learning disabilities and attention deficits cannot be pinpointed in a physical test such as an X-ray or blood test, there is a tendency to dismiss the problems as nonexistent. The child himself does not know why learning is so much harder for him than others; he just knows that he is not performing up to the standard. This usually leads to early feelings of inferiority and inadequacy which, if left undetected and untreated, may cause mood disorders to begin. Some of the resulting affective problems can be denial, depression, and anxiety.

Denial often first occurs in the parents of a student with a learning disability. Because the parents cannot "see" the disability, they assume the child is just "not trying hard enough." Facing the imperfections of their children is difficult enough without the added burden of academic failures. Parents may feel deep down that something is wrong, but without training do not know what to pinpoint. Consequently, more pressure to succeed in school is placed on the child who is probably getting more discouraged with each passing year. The additional time it takes for the student with a learning disability to master skills may become a growing burden on the entire family. As school becomes more demanding, the child who is falling behind in reading or math due to hidden disabilities senses that he has not lived up to adults' expectations. In addition, there is a nagging fear of failure that robs the child of self-confidence and feelings of worth. These are disappointing and painful feelings which are hard to experience. Often the easiest (although not the most productive) way to deal with painful feelings is to deny that a problem exists at all. The family may simply "stick its head in the sand" and pretend that there is nothing wrong, ignore the immediate symptoms, and hope this will all go away soon. The student may avoid any activities that show up the learning disabilities. For example, the child with dyslexia may use resourceful tactics to avoid reading, such as talk someone else into doing his homework or feign illness when it comes time to read in class. It is human nature to avoid the activities in which one feels inferior. You don't choose to go dancing with friends every night if you are a complete klutz with two left feet! So it is with the student with a disability who is painfully aware that his skills are below his average peer. Years of avoidance do not help because critical learning skills such as reading, writing, and math must be mastered to move up the academic ladder. Additionally, the fear of the unknown is often worse than the problem itself. Students may feel that they are retarded or "just stupid" as explanations for their difficulties. Facing that possibility is quite often just too awful to bear, thus denial is employed to put off the inevitable reckoning. In the meantime, negative emotions and lowered self-esteem interfere in developing a positive outlook on school and life in general. Repeated failures in academic experiences make it more unlikely that the student with a learning disability will ever attempt college. School may have become such a negative experience that the student feels "beaten down" to the point that he/she cannot muster the motivation to tackle higher education.

Depression can be an affective disorder in itself; however, for students with a learning disability it is



often part of the emotional "baggage" which is carried after years of academic failure. Signs of depression may include poor anger control, persistent sadness, eating and sleeping disorders, low levels of confidence, inability to concentrate, and inability to enjoy life's activities. Depression can manifest itself in reckless behavior, negative attention-getting activities such as delinquency and promiscuity, and expressions of negative self-worth. Hiding the pain behind self-destructive behavior such as substance abuse and eating disorders is common for the adult who has endured years of negative emotions. Depression can become the more serious problem even though it could have begun as a consequence of school failures. Major depression or longstanding depression should be treated by a physician.

Anxiety can be another affective result of ongoing learning problems. Feelings of panic when faced with specific academic tasks can occur, leading the student to try to escape and further avoid the uncomfortable emotions. Test anxiety is a common difficulty which can be treated if acknowledged. Anxiety may lead to high levels of stress which, in turn, can encourage the struggling student to utilize negative or self-destructive ways to manage that stress. College students may try to manage their stress by using excessive amounts of alcohol, and/or may food, by self-medicating, or by engaging other harmful activities. It is often difficult for the student to recognize his behavior as poor "stress management."

While learning to use and teaching the affective skills in this manual will not make the reader a trained therapist, the ability to recognize the emotional scars of learning disabilities and related deficits should assist the reader in understanding and better empathizing with his tutees. Further, no tutor should attempt to diagnose a tutee's learning disability or to deal with students who have serious affective issues to resolve. Only a trained therapist or counselor can perform such tasks, and you should observe your school's protocol for referring students to appropriate offices for help. The affective skills in this manual are designed to increase sensitivity to the disabled student's feelings and offer some simple strategies to teach better coping mechanisms. Positive stress management techniques can help all of us more effectively to deal with the hassles of living in a stressful world. Strategies to help the student with disabilities feel more in control of his life can be big factors in determining if that student will succeed at higher education levels. Turning negative emotions into positive outlooks may be a key to unlocking new and hopeful futures to persons who have previously experienced much frustration. And, perhaps most importantly, the education gained by everyone involved in the tutoring process may serve to reduce the isolation and loneliness that often comes with knowing one is different than the average.

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IDENTIFYING ISSUES AND PROBLEMS

STUDENT STRESS SCALE

Step 1: Ask student to fill out the Student Stress Scale. If the event has occurred within the past six months and/or it is also anticipated in the near future, the student may check both past and future blanks, but should only add the assigned points one time. Total the points.

Step 2: Explain that stress which is prolonged, severe, and/or occurs too often in a short period of time is highly correlated to a decline in physical health. A 300+ score is a warning sign that serious illness or depression may occur if the student does not practice some stress management soon. A score between 150-300 suggests a moderate risk of serious illness if the stress is ignored. A score below 150 suggests a low risk.

Step 3: Discuss how the specific stressors can be alleviated. Even spreading out the stressors over a longer period of time can help the body cope. Point out that the human body is designed to handle bursts of stress hormones to deal with stressful situations. However, the prolonged, constant, or too frequent release of stress hormones can lead to physical deterioration of tissue, emotional depression or serious illness from breakdown of the immunity system.

REMINDER: No student should undertake counseling with a disturbed tutee; refer any problems to your school's counselors.

STUDENT STRESS SCALE TEST

Check those events you have experienced in the past six months or are likely to experience in the next six months.

	Past	Future	Points Assigned
1. Death of a close family member			100
2. Death of a close friend			73
3. Divorce between parents			65
4. Jail term			63
5. Major personal injury or illness			63
6. Marriage			58
7. Fired from job			50
8. Failed important course			47
9. Change in health of a family member			45
10. Pregnancy			45
11. Sex problems			44
12. Serious argument with close friend			40
13. Change in financial status			39
14. Change of Major			39
15. Trouble with parents			39
16. New girl or boy friend			38
17. Increased workload at school			37
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19. First quarter/semester in college			35
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24. Change in social activities			29
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26. Chronic car trouble			26
27. Change in number of family get-togethers			26
28. Too many missed classes			25
29. Change of college			24
30. Dropped more than one class			23
31. Minor traffic violations			20

Source: Insel, P.M., W. T. (1985). CORE CONCEPTS IN HEALTH (4th ed.) (p.29). Palo Alto, CA: Mayfield

VOCABULARY OF FEELINGS

Step 1: Ask the student to check all of the feelings (pleasant and unpleasant) that he has experienced in the last month or two from the FEELING VOCABULARY list.

Step 2: Ask the student to share what he believed caused several of the feelings which were checked. Discuss how the student reacted to the feelings.

Step 3: Make a list from the vocabulary of the feelings that seem to occur when the learning disability is most apparent. Discuss how the feelings may interfere with effective performance.

Step 4: Cut up the student's individualized list of feelings into single words. Have the student pick up one feeling word at a time, tell how it is hurting or helping him, then tear up the hurting feelings into small pieces and throw them away. Teach the student to visualize and remember how he "threw away" the destructive and not helpful feelings whenever he may tend to experience it again.

REMINDER: No student should undertake counseling with a disturbed tutee; refer any problems to your school's counselors.

VOCABULARY OF FEELINGS CHART

NEGATIVE OR UNPLEASANT FEELING STATES

Feelings of Anger

Aggravated
Angry
Annoyed
Belligerent
Bitter
Bugged
Cool
Cranky
Enraged
Furious
Hateful
Hostile
Intolerent
Irritated
Mad
Mean
Peeved
Perturbed
Resentful
Spiteful
Vengeful
Vindictive

Feelings of Sadness

Abandoned
Alienated
Alone
Ashamed
Awful
Blue
Crushed
Depressed
Despondent
Disappointed
Down
Forlorn
Forsaken
Grief
Hopeless
Humiliated
Hurt
Lonely
Low
Neglected
Rejected
Sad
Small
Sorrow
Unhappy
Unloved (able)
Worthless

Feelings of Fear

Afraid
Alarmed
Anxious
Apprehensive
Desperation
Embarrassed
Fearful
Horrified
Insecure
Intimidated
Nervous
Overwhelmed
Panicky
Restless
Scared
Shy
Tense
Threatened
Timid
Uneasy
Worried

Feelings of Inadequacy

Broken
Cowardly
Crippled
Deficient
Demoralized
Disabled
Feeble
Impotent
Inadequate
Incompetent
Ineffective
Inferiour
Paralyzed
Powerless
Small
Useless
Vulnerable
Weak

Feelings of Distress

Ambivalent
Anxious
Baffled
Bewildered
Bothered
Caught
Confused
Disgusted
Dissatisfied
Distressed
Disturbed
Doubtful
Exposed
Frustrated
Futile
Helpless
Hopeful
Nervous
Overwhelmed
Perplexed
Puzzled
Skeptical
Trapped
Uncomfortable
Unsure
Upset
Vulnerbale

POSITIVE OR PLEASANT FEELING STATES

Feelings of Happiness

Aglow
Calm
Content
Elated
Enthused
Excited
Fantastic
Gay
Glad
Good
Great
Happy
Joyous
Overjoyed
Pleased
Proud
Satisfied
Thrilled
Wonderful

Feelings of Love, Caring

Affable
Affectionate
Altruistic
Amiable
Caring
Close
Concerned
Considerate
Cooperative
Devoted
Empathic
Forgiving
Friendly
Fulfilled
Genuine
Giving
Humane
Intimate
Kind
Love (able)
Peaceful
Sensitive
Sympathy
Tender
Warm (th)
Whole

Feelings of Adequacy

Able
Adequate
Bold
Brave
Capable
Competent
Confident
Effective
Fearless
Healthy
Important
Nervy
Peerless
Poweful
Robust
Secure
Self-assured
Stable
Strong
Sure
Together

LOCUS OF CONTROL

Step 1: Discuss the definition of locus of control and how it relates to our cognitions.

Explain to the student that locus of control refers to the "location" or place of control that one feels over his environment. The way in which we view the world and what happens to us are greatly influenced by our locus of control. In other words, what we **think** about our life's events is often determined by where we place the control.

Step 2: Differentiate between internal and external loci of control.

Internal locus of control is the belief that our successes and failures are generally within our power, i.e., that we directly affect what happens to us. This is the belief that, for the most part, we are masters of our own destinies. We take responsibility for our actions, credit for our major successes, and accept blame for our behaviors which lead to negative consequences.

External locus of control is the belief that our successes and failures are often due to "luck" or the actions of others. In other words, we abdicate the authority over our lives to other people. A person with a strong external locus of control attributes success to chance or luck and usually blames others when things do not go well for him/her. Examples of such cognitions are evident in statements like "I didn't get the promotion because the supervisor doesn't like me and is prejudiced" or "I failed the English test because the teacher is unfair." Many excuses are made; responsibility is not accepted. Instead of looking inward to determine control over a situation (such as how he could have studied longer for the test), the person with external locus of control looks outward or externally most of the time.

Step 3: Discuss how we develop our locus of control, either external or internal.

Whichever predominant type of control we develop is significantly influenced by the messages we received in childhood. If our parents and family members tended to blame others for their shortcomings, then we may have learned to look for excuses also. Parents who put us in charge of our behaviors and choices and the resulting consequences teach us to accept responsibility, i.e., internal placement of control. We all have times when control is appropriately placed externally. However, a repeated pattern of thinking that refuses to take responsibility may lead to habitual messages to ourselves that we are not masters of our own fates.

Step 4: Exercise to determine locus of control.

Fill out the questions on the Locus of Control Scale by following directions. If the checks are mostly on the right hand column, the external locus of control is predominant. If the left hand column has more checks, the internal locus of control is the pattern.

Step 5: How do we use the information?

Research has shown that higher academic and life achievement is positively correlated with internal locus of control. People who take control of their lives tend to have higher self-esteem and less stress. This is because they feel that what they do matters; that they have choices instead of feeling helpless, vulnerable and out of control. What should one do if he discovers that he has been taught an external locus? First of all, simply recognizing and being cognizant of that fact is a major hurdle. Secondly, listening to our self-talk and verbal comments will help to catch the external tendency and make us consciously aware when we fall into old, deeply ingrained patterns of thinking. Then, making an effort to rephrase or correct our statements to acknowledge greater self-control will tip the scales toward the internal side. Thinking patterns can be changed over time and with practice.

LOCUS OF CONTROL SCALE

In each case, check the alternative with which you more strongly agree.

I more strongly believe that:	OR
☐ Promotions are earned through hard work and persistence.	☐ Making a lot of money is largely a matter of getting the right breaks.
☐ In my experience I have noticed that there is usually a direct connection between how hard I study and the grades I get.	☐ Many times the reactions of teachers seem haphazard to me.
☐ The number of divorces indicates that more and more people are not trying to make their marriages work.	☐ Marriage is largely a gamble.
☐ When I am right I can convince others.	☐ It is silly to think that one can really change another person's basic attitudes.
☐ In our society a man's future earning power is dependent upon his ability.	☐ Getting promoted is really a matter of being a little luckier that the next guy.
☐ If one knows how to deal with people they are really quite easily led.	☐ I have little influence over the way other people behave.
☐ In my case the grades I make are the result of my own efforts; luck has little or nothing to do with it.	☐ Sometimes I feel that I have little to do with the grades I get.
☐ People like me can change the course of world affairs if we make ourselves heard.	☐ It is only wishful thinking to believe that one can really influence what happens in society at large.
☐ I am the master of my fate.	☐ A great deal that happens to me is probably a matter of chance.
☐ Getting along with people is a skill that must be practiced.	☐ It is almost impossible to figure out how to please some people.

Source: Rotter, J. (1971, June). Locus of Control Scale. PSYCHOLOGY TODAY, 42. Copyright © 1971 P.T. Partners L. P. Reprinted by permission of the author

RELATING TO FEELINGS STRATEGY

Step 1: Watch the movie "Rudy" which can be rented at a local video store.

Step 2: After the student has also watched the movie, allow the student to discuss Rudy's feelings and experiences. (May be used in small group discussion, also.) Use open-ended questions such as:

a. What happened to Rudy to which you can relate your own experiences?

b. What were some of Rudy's emotions and when have you ever felt the same emotions?

c. How did you feel when you discovered that Rudy had a learning disability? Did that discovery change the way you viewed him? If so, how?

d. What were some of the strategies Rudy had to use in order to succeed? (Example: Back up a bit and go to community college at first rather than Notre Dame.)

e. Many people would say that Rudy was not really a "success" because he virtually remained a blocking dummy for the main squad. Do you agree and why? How do you define "success"?

f. What other types of people might relate well to Rudy's story even though they do not have a learning disability?

g. What are some of the messages which speak to us from this movie?

GOBBLEDYGOOK—AFFECTIVE AND COGNITIVE STRATEGY

(Note: This exercise is more effective if the tutors do it first by themselves to help them empathize with the frustrations of the learning disabled.)

Step 1: Ask the student to read aloud "Gobbledygook 1" as quickly and smoothly as he can.

Step 2: When the frustration level of the student seems to have peaked, let him stop and discuss the feelings he is experiencing.

Step 3: Then ask the student to read aloud "Gobbledygook 2." Discuss with the student the four questions at the bottom of that exercise.

Step 4: Remind the student that not all reading disabled students will experience all of the difficulties on Gobblegook, however even a few of those perceptions could certainly make him a slow, hesitant reader who lacks confidence and is embarrassed to read aloud, especially in the classroom.

Gobbledygook 1

hTe cbilb wi tha learn ingdis adility wust frepuently ex geri enceana n alicein won berl an beffect Hemust coge wi thhaph azarb perc eptions anuns table wor ldaub in consisten tadults. Freq
u
e
n
t
lyhe is frust rated dyh is rep confused by hte crasy zift mg zymdolswe give him.Be cause hedoe snotl earm inhte tradi tion alway, me must t each hin dif fer ently.I wo uldlike totelly oum ore adout hin,

1. hTe le arnind is able dchild isac hilb of ave rage or adove ave rage in tell igence.
2. ob vi ousbe fectso fhte cen tralner vous yz ten nay degresent or adsent; hte ch ilb,ho
   w
   e
   v
   e r,probably benomztr ates dis abilit ities inper ception co n cep tion,int egra tionan dacad emic achi eve mentei thre zeber ate lyorin condimat ion.htese bist urb amces aren ot dueq ri marily tas em sor yloss, memtalr et arb ation,enotionaol bis tnrb amce, o rem vironment albis abvam tage.thiA ought ea chch ildis amin dibdual, ther eare sone q eneral char acter istics.htese lw ill list an dyou c anol ok then up.
3. So me ofteh nor epre va lemts ymtoms seen tobe:
   - a. Pro blemz ofV isual Perc ebtion
   - d. Pro blemz of Au dit oryPer ctiom
   - d. P
     r
     oblemsofMo tor Ac tiyitv
   - b. Pro blemz ofEm onti ality
   - e. P roble msof Attention
   - f. Prob lem sof Con ception
   - g. yromeM ofsnelborP.

teLus won dis cus ssom easp cetz ofy our vis ual perc epti npor blens.

1. Wh atmere zone ofyour re actions—tou hghtsan btee lings—wh ile yon at tenp tedtor eadth is?
2. tiLs som eof hte hting htat ma dey ourr eading—taslc nor edif Fuiclt.
3. tiLs som eof hte htings yondid tbaten abled yo utor eadthis exercise.
4. Lis tan yi deasy duhave htat canb en sed toh elpother adn itz toebx erieuce bercebtnal broplens.

After struggling with the above exercise, read the following passage to see if you were able to understand the "foreign language" which perceptual problems of a visual nature create for learning disabled children.

Gobbledygook 2

The child with a learning disability must frequently experience an "Alice in Wonderland" effect. He must cope with haphazard perceptions, an unstable world, and inconsistent adults. Frequently he is frustrated by his repeated failures, pressured by the length of time he has to do his work and confused by the crazy, shifting symbols we give him. Because he does not learn in the traditional way, we must teach him differently. I would like to tell you more about him.

1. The learning disabled child is a child of average or above-average intelligence.
2. Obvious defects of the central nervous system may be present or absent; the child, however, probably demonstrates disabilities in perception, conception, integration, and academic achievement either separately or in combination. These disturbances are not due primarily to sensory loss, mental retardation, emotional disturbance, or environmental disadvantage. Although each child is an individual, there are some general characteristics.
3. Some of the more prevalent symptoms seem to be:
    a. Problems of Visual Perception
    b. Problems of Auditory Perception
    c. Problems of Motor Activity
    d. Problems of Emotionality
    e. Problems of Attention
    f. Problems of Conception
    g. Problems of Memory

Let us now discuss some aspects of your visual perception problems.

1. What were some of your reactions—thoughts and feelings—while you attempted to read this?
2. List some of the things that made your reading task more difficult.
3. List some of the things you did that enabled you to read this exercise.
4. List any ideas you have that can be used to help other adults to experience perceptual problems.

If you were able to get in touch with your feelings during this exercise, then perhaps you better understand the frustrations the learning disabled child faces. **Remember that for you the frustration ended with the translation; for the adult with a learning disability,** it continues.

LEARNING ABOUT ATTENTION DEFICIT DISORDER

Step 1: Tutor will read the short, fastback booklet #354 called *A Primer on Attention Deficit Disorder* by Beth Fouse and Suzanne Brians. This will provide a brief, concise, and reasonable amount of education for the tutor to better understand the adult with ADD .

Step 2: Tutor will encourage the student with ADD to read the same booklet to provide important self-education.

Step 3: The tutor and student will discuss the major aspects of the booklet, answering the following questions:

a. How did you feel as you read about the characteristics of ADD?

b. In what ways do you or have you related to those characteristics?

c. In what ways can some of the strategies for children be adapted for adults?

d. What did you learn about ADD that you did not know before?

STRATEGIES FOR DEALING WITH AFFECTIVE ISSUES

GETTING RID OF THE SHOULDS

The "shoulds" that make up your rules for living form the ideological basis of your inner critic's effort to regulate your self esteem. The critic inside you is constantly evaluating what you say, what you do, and even what you feel by comparing you to an ideal of perfection. Since you rarely live up to the ideal, the critic has endless grounds for indicting you as bad or worthless. The tyranny of "shoulds" is its absolute nature with a rigid, unbending sense of right and wrong. If you don't live up to your shoulds, you judge yourself to be a bad and unworthy person. The following are some common pathological shoulds:

- I should never make mistakes
- I should never be afraid
- I should be totally self-reliant
- I should always love my children equally
- I should be completely competent
- I should never get angry
- I should always be completely honest
- I should be able to be skinny if I just work at it

The shoulds attack your self-esteem in several ways. The shoulds you impose may not fit or apply to you and may, in fact, demand behavior that is impossible or unhealthy. People who believe they "should" be skinny despite their genetic body type may develop dangerous eating disorders which can be life-threatening.

Step 1: After a discussion of "shoulds" in general, have the student write down broad areas of his life such as relationships, work activities, social activities, money and finances, self-improvement activities. Talk about some of the shoulds that pertain to the broad areas listed.

Step 2: List the "should" beliefs that your inner critic uses to attack your self-esteem. For each belief, do the following:

a. Examine your language. Change the absolute words like "never, always, totally, completely" to words like "I'd prefer" or "I want."

b. Forget concepts of right and wrong. Instead, determine the consequences of applying the rule to the specific situation.

c. Ask yourself if the rule fits the person you really are. Does it take into account your temperament, limitations, enduring traits, genetic tendencies? Ask yourself, "Does the rule really make sense, given who I am and will likely remain?"

Step 3: When you have decided a "should" is a rule for living that is undermining your self-esteem, you need to cut it out of your internal self-talk. The best way to fight off a destructive "should" is to memorize a one or two sentence mantra that you can say to yourself whenever you feel guilty for not living up to the "should." The mantra would ideally include a reminder of the original need that created the should and a statement of why it doesn't fit you or your situation. Then say the mantra every time the "should" rears its ugly head.

Example:

Should—I should always stay thin.

Mantra—My mother always wanted me to be thin. But since my body build is not thin, I'd rather feel good with a higher weight range than live with the misery of diets and scales.

Step 4: Have the student write a mantra to combat each of the destructive shoulds. Have the student practice saying his mantra.

ANCHORING TO THE GOOD TIMES

Anchoring is a technique that uses imagery to help reexperience times when you felt confident and good about yourself. An anchor is a stimulus that consistently evokes the same response. Most anchors are involuntary as we form associations automatically. We can form voluntary anchors to improve self-esteem by visualizing a simple stimulus to bring to mind an intense response.

Step 1: Sit in a comfortable position, where you won't be interrupted. Rest your hands in your lap but slightly separated. Close your eyes and take a moment to relax your body.

Step 2: Keep your eyes closed and go back in time. Go back and picture a time when you felt successful or especially confident. Find a time when you felt very good about yourself. When you see that time, take a deep breath. Notice the sights, sounds, tastes, smells and feelings. Reenact the event in your mind. Let yourself feel the confidence and self-acceptance. If you have trouble finding a real memory that produces strong feelings of confidence, create fantasy images that have the same effect. It's the **feeling** of confidence you want to produce.

Step 3: When your images are clear enough to make you feel confident, touch your left wrist with your right hand. Touch it firmly, in a particular spot that you can easily remember. You are anchoring your feelings of confidence to this touch on your wrist and you want to be able to exactly duplicate that touch later on.

Step 4: Repeat this sequence with three other memories or fantasy scenes. When your mental scene has created a strong feeling of self-worth, touch your wrist in precisely the same way.

Step 5: After you have anchored your own personal good times, you can touch your wrist whenever you need to fight the insecure feelings. The positive memories are resources that you can call up at any time you need them with the touch of a wrist.

Source: SELF-ESTEEM by Matthew McKay and Patrick Fanning. New Harbinger Publications: Oakland, 1987

ERASING NEGATIVE PROGRAMMING

Negative labels and critical self-talk rob us of esteem and feelings of self-worth. While we are certainly not perfect and do make mistakes, constant and destructive self-criticism creates harmful anxiety and fear of failure. This may, in turn, cause feelings of shame which paralyze us emotionally. The negative programming further lowers self-esteem and confidence in the future. This exercise will teach a specific strategy to erase the old negative labels and replace them with positive affirmations to enhance self-worth.

Step 1: Discuss how repeated negative self-talk is counter-productive and harmful to our basic esteem. Discuss some past experiences in which the student remembers "bad-mouthing" himself mentally. From where else do negative labels come? Have the student list several such labels which personally apply. How do we feel when we hear such criticism in our minds? When is criticism warranted and when does it become destructive?

Step 2: Explain that an affirmation is a memorized statement(s) that advocates a self-worth and heightened esteem based on our existence, not based on negative labels that serve no good purpose. Examples of positive affirmations are (1) I am basically a good person (2) I like myself because I am a worthy person (3) I can learn from my mistakes without guilt and worry. Have the student write several personal affirmations. Also ask the student to name at least three of his strong points. This may take some encouragement, because we tend to focus on the weaknesses. Prod the student a bit to voice what he sees as his strengths.

Step 3: Offer the audio tape entitled "Erasing Negative Programming" as a possible strategy for changing the negative thoughts. Allow the student to try the exercise in private or checked out at home.

Source: McKay, M. and Fanning, P. (1987). SELF-ESTEEM. Oakland, CA: New Harbinger

PROGRESSIVE RELAXATION AND POSITIVE AFFIRMATIONS

It is important to acknowledge that our self-esteem is often attacked and bombarded by our inner "critic" voice, which judges us negatively and reminds us of our mistakes. This voice may drown out all the positive thoughts we may have or have had about ourselves at one time. This exercise will teach the student how to silence the "critic" inside and replace it with a positive affirmation of our worth. Certainly we are not perfect, but an affirmation is a statement that helps us to believe in our worth and keep us from being paralyzed by past failures.

Step 1: Discuss briefly the inner "critic" voice the student may hear in his mind. Allow the student to talk about the possible origins of the "critic." This may be from an overly critical parent or spouse. Sometimes it comes from a deep-rooted sense of guilt or shame that is self-imposed when we feel unworthy. The criticism may have come from teachers who did not understand learning disabilities or attention deficit difficulties. Repeated academic failures often contribute to loud "critic" voices.

Step 2: Explain that an affirmation is a memorized statement(s) that advocates a self-worth based on our struggling existence, not based on behavior that is harshly judged. Examples of positive affirmations are: (1) I'm basically a good person (2) I have worth because I struggle to survive (3) I am responsible for my life (4) I invariably do the best I am capable of at the moment (5) I am letting go of unwise choices in the past (6) I can learn from my mistakes without guilt and worry (7) I like myself because I am a worthy person.

Step 3: Have the student write several personal affirmations. This often makes people uncomfortable at first, so don't be surprised if gentle prodding and encouragement is needed. Comfort with this concept will come with time.

Step 4: After the student has three or four affirmations, play the tape entitled "Progressive Relaxation and Affirmations." Students may need to be alone during this step to reduce feelings of self-consciousness and embarrassment.

Source: McKay, M. and Fanning, P. (1987). SELF-ESTEEM. Oakland, CA: New Harbinger

ROLEPLAYING STRATEGY

This will be used to solve academic and job-related problems. It may be used to clarify attitudes and concepts; demonstrate attitudes and concepts; deepen understandings of social situations; prepare for real situations (such as practicing the interview procedure for a survey); plan and try out strategies for attacking problems; and practice leadership and other skills. Role-playing is an unrehearsed dramatization, in which the players try to clarify a situation. To carry out a role-playing session, the following procedures are recommended:

1. Pick a simple situation, not a complicated one, to role play. Two to four characters usually are quite enough.
2. Select a cast who will do the job. Use volunteers, if feasible, but only if the volunteers are equal to the task. Sometimes it is helpful to select several casts and run through the role playing several times, each time with a different cast. Different interpretations of the parts should give the audience more data from which to draw their inferences and make their discoveries.
3. Be sure that the characters in the cast understand the situation, the purpose of the role-playing, and their roles. To this end, brief the players well and then discuss their roles with them.
4. Brief the audience. Be sure everyone understands what the players are attempting to do.
5. Stage the role-playing. Let role players interpret freely. However, if they get hopelessly lost, it may be necessary for you to stop the role-playing and reorient the players.
6. If it seems desirable, repeat the role-playing with reversed roles or with different role players.
7. Follow up the role-playing with a discussion about what happened in the role-playing and its significance. At this point, the teacher should encourage students to come to some conclusions and make some generalizations. Sometimes the discussion may reveal new or different interpretations and concepts that warrant a replaying of the roles and further discussion and analysis.

SIMULATION STRATEGY

This will be used to solve academic and job-related problems. Simulations differ from role-playing in that their scenarios must be carefully drafted. In these scenarios: (1) students are assigned definite roles that require that they take specific action in a well-defined situation, (2) the students are confronted by simulated, real-life situations that require them to take actions just as they would have to in real life. These actions may lead to new predicaments that require new actions. In taking action, the player is not free but stays in character and keeps his actions within the limits prescribed by the role he has assumed and by the realities of the simulated situations. If you are to produce a simulation, the following procedures may prove to be helpful.

1. Prepare the material, equipment and props that will be needed.
2. Introduce the plan to the students. Explain what the purpose of the simulation is. Give the directions for playing it.
3. Assign roles. Probably it is best to pick the players yourself.
4. Brief the students in their roles. Be sure they understand them.
5. Conduct the simulation. Follow the scenario to the letter.
6. Follow up with a critique in which students have a chance to discuss what they have done to draw generalizations.

SET REACHABLE LONG-TERM AND SHORT-TERM GOALS:

A long-term goal takes a while to accomplish.

A short-term goal is one of several steps you might take to reach a long-term goal.

- **Measurable**—Your goal needs to have a date or time-line of when you plan to achieve it. If we do not put a date of completion in our goal, we tend to take forever, if we ever complete it.
- **Attainable**—Make sure your goal is realistic. For instance most women would like to lose ten pounds overnight, but that is not a realistic goal. Instead their goal should be to lose ten pounds in 5 weeks, which is what doctors suggest. Another example is if you have made C's in the past, and B's this semester. It would be unrealistic to decide you are going from straight C's to straight A's in one semester. If you set your goals too high, you will tend to get frustrated and give up.

- **Purpose**—Make sure the goals you write for yourself are yours. You will not be as successful if you are trying to achieve a goal for someone else and not yourself. You have to really want something to stick with it. Make sure your goals are what you want.
- **Positive**—Make sure you use positive language in writing your goals. Do not knock yourself down before you ever begin by using negative language.
- **Specific**—Narrow your goals down. Do not be too broad in what you want to accomplish. You need to make sure you reward yourself for each step of progress you make.

Exercise 1

Complete the items that follow to make a plan for achieving a long-term goal.

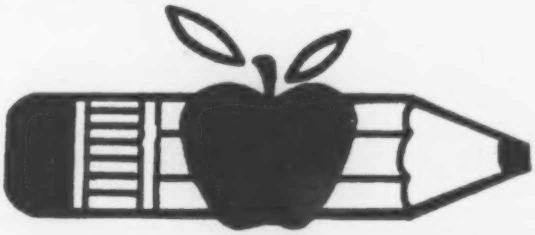
1. What is the long-term goal you want to reach?
2. What time limit will you set for reaching your goal?
3. One the lines below, list some short-term goals you will have to accomplish before reaching your long-term goal, and your plan for completing them.

SHORT-TERM GOALS	PLAN
____________________	____________________
____________________	____________________
____________________	____________________

Exercise 2

Analyze one of your personal, academic, or work-related goals in terms of the five characteristics of reachable goals.

1. State your goal.
2. Which of your skills and interests make this an attainable goal for you?
3. Explain how your goal is measurable and specific.
4. Is your goal measurable? For example, how long will it take you to reach your goal? When will you know you have achieved it?
5. Explain how your goal is flexible so that you can continue to progress toward it if you experience a setback.



MANAGING TIME PRESSURE

We live in a highly rushed, pressured world with schedules overbooked and time at a premium. This causes us to experience the stress of time urgency. We need to consciously combat the "rat race" feeling which causes unnecessary anxiety and high blood pressure.

Step 1: Give the student a copy of the following suggestions. Discuss ways that the student might implement a few of the suggestions. As you go over the list, help the student relate to the suggestions which are personally pertinent to him.

Suggestions

a. Spend a few minutes each day recalling pleasant events from the distant past. Check old photos to remind you of beloved family and/or friends.

b. Visit museums and art galleries for their aesthetic value–not for speculation on the price of paintings.

c. Write letters to people you love.

d. Take a course in some fine arts activity that you would like to try. (Piano lessons, art class, etc.)

e. Remind yourself daily that life is by nature unfinished and you do not need to have all your projects finished on a given date.

f. Get a nice sounding alarm clock.

g. Move about slowly when you wake. Stretch for a few moments.

h. Drive more slowly. This saves energy, lives, and traffic citations.

i. Don't wolf lunch. Get out; make an occasion of it.

j. Get up a few minutes earlier to sit and relax, watch the morning news with a soothing beverage. This may mean going to bed a little earlier.

k. Leave home earlier and take a more scenic route.

l. Don't carpool with last-minute rushers.

m. Don't do several things at once. Try to compartmentalize your activities more.

n. Avoid scheduling too many appointments back to back.

o. Use breaks to read, exercise, or meditate.

p. Avoid excessive use of stimulants like caffeine.

q. If rushed, force yourself to allow unessential work to go till the next day.

r. Set aside some time for yourself: for music, a hot bath, read the paper or magazine, exercise, relaxation. Refuse to feel guilty about this!

s. Laugh every chance you get! Humor is a proven therapy.

Step 2: Follow up in future sessions by asking the student what he has done to implement the suggestions he liked.

TIME SAVERS

Do not try to change your entire life at once. Begin with half a day at a time. Organize one morning a week toward better time use, then extend it to a day. Finally, plan your work and plan your schedule for an entire week.

Questions to Ask Yourself—Things To Do:

a. What is the best use of my time now?

b. Divide major projects into segments and estimate how long it will take to do each part.

c. Set priorities and stick to them. If you find yourself slipping into routine or lazy work, stop it and return to the high priority tasks.

Start out by making a list of two things that can be accomplished in an hour. Then do it.

a. The student should show the tutor what he/she accomplished the next time they meet.

b. Then follow the same process for two hours.

c. Keep increasing until you have accomplished planning and carrying out activities for a whole morning.

HOW TO ORGANIZE YOUR TIME

The goal of study skills is to help you become an independent learner, someone who is in control of his life, who can work for a goal, order his life, establish priorities, and follow through to complete his plan of action. Most important of all, the independent learner must have the will to learn. The will to succeed provides you with the power to get up in the morning, attend classes, study assignments, rewrite a paper, hold out for long range goals and do many other things.

One of the most important survival skills for you to know is the skill of knowing how to organize your time. The way we use time—or waste it—is largely a matter of habit patterns. It is not easy to change old habits even if they are bad. Unfortunately, we waste time in many ways.

Reasons for Time Scheduling

1. Planning is the key to efficiency.
2. It gets you started.
3. It prevents avoidance of disliked subjects or activities.
4. It helps make studying enjoyable. (When done without time pressures).
5. It frees the mind. (Putting things on paper eliminates the need to remember details which can lead to feelings of pressure and confusion.)
6. It avoids overlooking recreation.
7. It keeps things from piling up.

How to Make a Time Schedule

1. Make each block of one hour a productive unit. Use short periods of time for review and recitation.
2. Put in fixed hours (sleep, work, housekeeping, etc.). Proper sleep, nutrition and recreation are important.
3. Study for lecture courses as soon after class as possible. Study for labs as soon as possible before class.
4. List according to priorities.

Schedules Needed

1. **Semester Schedule:** Make out a semester schedule for each of your classes. List all the major assignments such as projects, papers, and tests in chronological order. This way you can begin to work ahead toward these goals.
2. **Weekly Schedule:** Plan your week to include everything that needs to be done. Then start allowing time each week for working on semester projects, papers, and extra studying for major tests.
3. **Daily Schedule:** Spend ten minutes each day re-evaluating your Time Schedule for that day and the current week. Being organized really helps to cut down on tensions and anxieties.

STUDY SCHEDULE CHART*

	MON	TUE	WED	THU	FRI	SAT	SUN
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							
9 - 10							
10 - 11							

*Use pencil so you can make changes.

TERM PLANNING CALENDAR

Fill in due dates for assignments and papers, dates of tests, and important non-academic activities and events.

Month	MON	TUE	WED	THU	FRI	SAT	SUN

MANAGING DEPRESSION THROUGH EXERCISE

Learning disabled and ADD students are at greater risk for suffering depression and lowered self-esteem.

Research has proven that one of the best natural (and cheap!) anti-depressants is regular exercise. The reason is that exercise stimulates the brain to release chemicals called endorphins. Endorphins are the body's natural pain-killers and mood enhancers. These chemicals also combat depression, alleviate anxiety, and boost feelings of self-esteem.

Step 1: Share the above information with the student. Explain that exercise is an effective **preventative** measure to combat depression as well as a treatment. Give the student a copy of the following suggestions.

Suggestions:

a. Start slowly and work up to your goals.

b. Enlist the help of a "buddy" who will encourage you.

c. Unless you have engaged in sustained and vigorous exercise recently, seek the advice of a medical expert.

d. Join a beginners aerobic class for the benefit of the social support.

e. Begin with an activity you like to do.

f. Get the proper equipment to facilitate performance and help avert injury.

g. Read up on the activity you are considering. Go to the library or bookstore for information.

h. Try to select activities that you can sustain for a lifetime. Enjoy yourself and your strength and endurance will progress on their own.

i. Keep a diary or log and note your progress. Also, note your feelings so you can check up on patterns that may be occurring and remind yourself of enjoyable experiences.

j. If you feel severe pain, don't try to exercise "through" it. Soreness is to be expected for beginners and probably is normal. But sharp pain is abnormal, so listen to your body.

k. Make exercise as fun as possible and reward yourself for progress in the right direction.

Step 2: Help the student make a log to encourage the exercise of his choice beginning with three times a week. Ask to see the completed log at regular intervals to encourage participation. Praise any progress, however small!

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TO THE ADMINISTRATORS

SERVING LEARNING DISABLED STUDENTS IN POSTSECONDARY SETTINGS

Abstract: As an increasing number of students with a learning disability (LD) seek advanced training in postsecondary institutions, faculty members face new challenges as they attempt to meet the needs of students with learning disabilities within the current institutional setting. The following paper discusses legislation mandating equal program accessibility, the nature of learning disabilities, and distinguishes between accommodations for persons with a physical handicap and persons with a learning disability. The paper also describes several accommodations that provide students with a learning disability with equal access to postsecondary curriculum by compensating for learning disabilities affecting reading, math, language, and test-taking. A section addressing the implications for instruction concludes the paper.

The enactment of landmark legislation addressing the educational needs of the handicapped poses new challenges for postsecondary institutions. Section 504 of the Rehabilitation Act of 1973, (Public Law 93-112) as amended by Public Law 93-516 stipulates that all postsecondary institutions benefiting from federal funds must provide equal access to educational programs for all persons regardless of the nature and severity of their handicapping condition. Section 504 holds all institutions receiving federal monies either through direct payment or indirectly through a mediator, such as students paying instructional or dormitory fees with federal loan or grant money or even state and local funds originating at the federal level, accountable for operationalizing the provisions of the mandate. Furthermore, institutions must provide evidence of compliance or risk loss of funding and/or litigation. The law further addresses the inclusion of students with a learning disability in the mandate. As a result, an increasing number of students with a learning disability graduate from high school and seek advanced training in a variety of postsecondary institutions (Vogel, 1982).

The provision of equal program access to students with a handicap necessitates a variety of accommodations that compensate for each specific disability. Several structural improvements and supplemental services equalize accessibility to postsecondary programs for the physically handicapped. Widened doors; access ramps; and lower level elevator buttons, drinking fountains, and pay telephones provide easier access and greater independence for students confined to wheelchairs. Braillers, taped textbooks, and note takers assist the visually impaired. However, accommodations for students with a learning disability are either unavailable or inconsistent across postsecondary institutions (Cordoni, 1982). Accommodations that facilitate equal access for each specific learning disability are less apparent and more complex in terms of faculty and student involvement. Faculty members must provide a variety of accommodations that meet the unique needs of each student with a learning disability or, again, jeopardize current and future federal funding sources or risk personal and institutional litigation as well as professional stature. However, the development of appropriate accommodations challenge even the most creative postsecondary educators. A definition of the term learning disabilities demonstrates the complexity of the condition.

Definition of Learning Disability

Several definitions for learning disabilities exist. In fact, a number of educators suggest that learning disabilities are not a single disability but comprised of several subtypes of similar, but different, handicapping conditions (Kirt & Chalfant, 1984; Mckinney, 1984). The most widely used definition is incorporated in Public Law 94-142. **The Education for All Handicapped Children Act** (U.S. Office of Education, August 23, 1977). This definition, like others (e.g., National Joint Committee on Learning Disabilities as reported in Hammill, Leigh, McNutt, & Larsen, 1981), addresses six areas that may be affected by a learning disability. Definition reads:

> "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

The federal definition further states that a severe discrepancy exists between the student's learning disability intellectual ability and academic achievement in at least one of six areas: reading, recognition, reading comprehension, written expression, oral expression, math calculations, and math applications. Consequently, a student with average to above average intellectual ability may actually function well below average in one or more academic areas. As a result, the distinction between students with a learning disability and developmental students is not always apparent.

Identifying Learning Disabled Students

While most recent high school graduates with learning disabilities are diagnosed prior to entering postsecondary programs, many older students with a learning disability who graduated prior to full enactment of P.L. 94-142 (1977) enter programs undiagnosed. Lacking age-appropriate academic skill levels, students with a learning disability are usually advised or required to take developmental education courses. In fact, referrals from developmental educators often initiate an identification process that includes a minimum of individually administered measures of learning aptitude, reading, language, mathematics, and motor skills. Referrals should be directed to the institution's learning disability specialist or the office for handicapped services. However, since both students with a learning disability and developmental disability exhibit skills lags, access to factors that distinguish students with a learning disability from developmental students help developmental educators make informed referrals.

While several factors differentiate developmental from students with a learning disability, the fundamental distinction lies in the nature and causes of the student with learning disability and developmental skill deficits. Developmental students exhibit moderated skill deficits resulting from a lack of exposure to skills. (Nist, 1985). Through developmental education courses, developmental students acquire skills at an age-appropriate rate. In contrast, students with a learning disability exhibit severe deficits in one or more basic skill areas despite repeated exposure throughout grammar and secondary school. For example, a student with a learning disability might lack a basic sightword vocabulary, word attack skills, and/or the ability to recall factual information from readings. Additional characteristics that distinguish students with a learning disability from developmental students include poor auditory or visual processing skills; poor long and short term memory; the need for an excessive amount of time to perform a task (e.g., studying, test taking) and still performing poorly; poor social skills; laborious and/or unreadable handwriting; and the inability to copy written letters, words, or designs from one plane (board, overhead, book) to another. Many students with a learning disability, at least initially, attend classes regularly; however, unless accommodations are provided, they make minimal progress.

Accommodations

The federal definition originally intended to describe children with a learning sability, also applies to adults with a learning disability. However, "learning disabilities are expressed differently in different developmental periods" (Keogh, Major-Kingsley, Omori-Gordon, & Reid, 1982, p.69). As a result adults with a learning disability cannot be viewed as grown-up children with a learning disability. Likewise, disability models of childhood (e.g., resource rooms and self-contained classrooms) are not useful in working with students with a learning disability attending postsecondary institutions (Polloway, Smith, & Patton, 1984). Students with a learning disability are usually required to attend classes and compete with their nonhandicapped peers. As a result, most students with a learning disability need accommodations in at least one of four areas; reading, language, math, and test-taking (Vogel, 1982).

Reading Accommodations

While some highly motivated postsecondary students with a learning disability improve their reading skills through intensive one-to-one remedial instruction, most require accommodations to master the concepts taught in content courses. The following accommodations help students bypass reading recognition and comprehension deficits:

1. taped textbooks supplemented with audio-visuals such as filmstrips, slides, and flow charts that depict the sequence of key concepts and main ideas and, with a medical doctor and learning disability specialist's endorsement, taped books for any subject are available at no charge from:

   Recordings for the Blind, Inc.
   20 Roszel Rd.
   Princeton, NJ 08540
   (609) 452-0606
   (As of June 30, 1986 they have 65,557 books on tape.) and

   "Talking Books"
   Library of Congress
   National Library Service for the Blind and Physically Handicapped
   1291 Taylor Street, NW
   Washington, DC 20542
   (202) 287-5100
   (They have 20,000 titles with 2,000 added each year, 70 magazines and a free bimonthly newsletter entitled TALKING BOOKS TOPICS.)

2. pre-highlighted textbooks in which key terms and concepts imbedded within the text are colored with a felt tip marker;
3. guided notes for each chapter that contain a summary of the main points and key terms listed in sequential order;
4. reprinted text with enlarged print and shorter columns—four words per column—help circumvent tracking problems and maintain attention;

5. metacognitive strategies such as advanced organizers that direct students to consider how they might interact with the text prior to beginning the reading assignment.

Relating specific metacognitive strategies, Samuels (1983) suggests that the "active" reader consider the following questions pertaining to the reading assignment:

- Why am I reading this?
- Do I want to read this for superficial overview or for detail?
- Do I know when there is a breakdown in comprehension?
- When there is a breakdown in understanding, what can I do to get back on track again?
- What are the major and minor points of the text?
- Can I summarize or synthesize the major point made in this text?

Language Accommodation

Several studies indicate that the number of adults with a learning disability with language deficits ranges between 80% and 90% (Cordoni, 1980; Blalock, 1981). While oral language deficits usually affect receptive language, written language deficits affect the expressive domain. Oral language problems hinder note taking skills, following oral directions, and the ability to derive interpretive and/or evaluative associations from oral presentations. Analyses of writing samples of adults with learning disabilities reveal adequate simple and complex sentence structure, but inaccurate spelling (Critchley, 1973; Cordoni, 1979), punctuation and capitalization (Herbert & Czerniejewski, 1976; Blalock, 1982), and grammar, particularly a lack of agreement between the subject and predicate (Vogel & Moran, 1982).

Few studies examine the relationship between oral and written language deficits in adults with a learning disability. The following accommodations help compensate for either oral or written language deficits, but may be used conjunctively for students with deficits in both areas:

1. outlines that parallel a written assignment (e.g., research paper) or oral presentation (e.g., lecture);
2. tape recorders to tape lectures or for students to use to dictate written assignments such as essays for future transcription and also headphones help some students focus their attention while listening and dictating;
3. proofreading services to correct spelling, grammatical, or mechanical errors on written assignments including a peer, relative, or tutor who may proofread and help the student with a learning disability correct errors;

4. copies of the professor's lecture notes to help students with a learning disability follow the lecture which students should also be encouraged to extend and personalize since recent studies indicate that taking personal notes regardless of the quality of the notes, enhances retention of the lecture (Saski, Swicegood, & Carter, 1985);
5. a peer "study buddy" or paid tutor to help the student with a learning disability develop outlines, complete written assignments, practice writing essay and short answer questions, and review class notes;
6. Student with a learning disability collaborate with a classmate to produce a joint written paper;
7. shorter, more frequent written assignments;
8. directions in oral and written form which number each step and highlight or underline key words, especially action verbs (e.g., read, discuss, compare, etc.);
9. written assignments graded for ideas only or providing two grades: one for content and one for technical skills (Lerner, 1985);
10. a personal list of action verbs and adjectives developed by students to use for written assignments.

Mathematic Accommodations

Although mathematic learning disabilities have received far less attention than reading and language disabilities, a significant number of students with a learning disability experience problems with math calculations and/or applications. Severe mathematic learning disabilities, often referred to as dyscalculia, occasion deficits in basic math skills (e.g., vocabulary recall of math facts, etc.) and problem solving. The underlying causes of these deficits include memory deficits, misperceptions of spatial relationships (e.g, distance and proximity), and poor conceptualization of direction and time (Torgenson, 1980; Bley & Thornton, 1981; Thornton, Jones, & Toohey, 1983; Thornton, Tucker, Dorsey, & Edna, 1983). The following accommodations help compensate for math disabilities:

1. pocket calculators for computations, such as basic math facts, may serve as a memory and to compute or check answers;
2. half-inch graph paper helps students with learning disabilities align math problems while taking notes or completing assignments;
3. highlighted or underlined key words, function signs, and related quantities with different colors provide visual prompts that enable students with a learning disability to discern which elements function together;
4. narrative problem solving guides that "talk" students through common logarithmic models;

5. short assignments that address one concept in a variety of ways and provide extensive practice;
6. self-correcting materials that students may use for all out of class assignments;
7. paid or peer tutoring and/or membership in a class study group;
8. test retakes and giving an average grade are helpful allowances for students with a learning disability;
9. tape recorded reviews consisting of only the major components of important concepts.

Testing Accommodations

Most students with a learning disability attending postsecondary institutions benefit from modifications of evaluation procedures. Several learning disability specialists suggest examination modifications that assess achievement while bypassing the student's with a learning disability (Dolan & Dolan, 1978; MacGugan, 1978; Kahn, 1980; Vogel & Sattler, 1981). In fact, Section 504 mandates examination modifications for students with a learning disability taking college entrance exams (e.g., SAT, ACT, etc.) and state board certification exams (e.g., C.P.A. exam). Vogel and Sattler (1981) recommend the following testing accommodations:

1. allowing for untimed tests;
2. allowing a reader for objective exams;
3. providing essay rather than objective tests;
4. allowing the student to take tests alone with a proctor;
5. allowing for oral, taped, or typed instead of written responses;
6. providing clarification and rephrasing of questions to bypass comprehension deficits;
7. evaluating the process as well as the answer (e.g., for math tests;
8. providing alternative methods to evaluate progress (e.g., demonstrations);
9. allowing the student to use calculator, dictionary, secretaries' desk reference, and other resource books during exams;
10. avoiding double negatives, unduly complex sentence structure, and questions embedded within a question in developing exam questions;
11. providing scratch paper and lined paper to aid students with poor handwriting;
12. providing alternatives to computer scored answer sheets (e.g., circle the correct answer).

Additional suggestions include:

13. giving shorter, more frequent tests;
14. enlarging the print and shortening the number of words per line on the test for students with a learning disability;
15. providing no more than three choices on objective tests;
16. avoiding fill in the blank area.

Implications for Instruction

Students with a learning disability attending postsecondary institutions pose a variety of challenges for educators responsible for providing accommodations that equalize program access. Unlike physically handicapped students, students with a learning disability need ongoing, individualized curricular adjustments that compensate for each unique disability. Faculty members are directly involved with the development, implementation, and evaluation of accommodations that range from varying modes of presentation to adjustments in testing conditions. Furthermore, each accommodation must be evaluated in terms of effectiveness and fairness with respect to the student's specific learning disability.

However, the presence of students with a learning disability in postsecondary classes need not overburden faculty members. In many cases instructors only need to arrange for or allow the accommodations needed by the student. The student then assumes the responsibility for implementing the strategies to access pertinent information and gain important skills. When auxiliary personnel (e.g., tutors) or supplementary materials (e.g., taped textbooks) are needed, the institutions' Advocate for the Handicapped should be able to provide assistance. When the appropriate accommodations are in place, students with a learning disability gain equal access to educational programs as well as the opportunity to function independently in postsecondary settings.

Source: Belinda Davis Lazarus, Assistant Professor Instructional Services Special Education, The Wichita State University, Wichita, KS 67208-1595.

GUIDELINES FOR SCRIBES/READERS AND EXAMINEES

Guidelines for scribes/readers and examinees according to the Association on Higher Education and Disability (AHEAD): "the use of a scribe may be an appropriate accommodation for someone who has difficulty writing independently." In general AHEAD describes the role of the scribe as a being writing "what is dictated, no more and no less."

One option in the provision of testing accommodations is to provide a (qualified) reader for the individual whose disability precludes independent reading of the test material. Again, according to AHEAD: "Readers should read with even inflection throughout, so that the test-taker does not receive any clues by the way the information is read. The role of the reader is simply to read, not interpret, what is presented; interpretation of test questions is inappropriate."

The following guidelines outline the responsibilities of those who will be serving as readers/scribes.

1. The exam should be read with even inflection throughout so that examinees do not receive any clues by the way information is read. When asked, readers may reread questions as many times as necessary within the allotted testing time.
2. Readers are simply to read what is there; readers should not interpret what is there.
3. The reader should not answer questions from the examinee about what he/she is reading to him/her.
4. If examinees have questions about the material read to them, such questions are to be answered only by a professional staff member.
5. Examinees are not to ask the reader/scribe for answers or assistance in answering test questions. If such requests are made of the reader/scribe, the professional staff should be informed of such at the conclusion of the test so that they can discuss the situation with the examinee before another test is given.
6. Tutors should never be involved in serving as a reader/scribe for a student they are tutoring. It would be too difficult for the tutor, even a very honorable and honest tutor, to remain unbiased and unmoved in such a situation.
7. Scribes should understand clearly that in general the role of the scribe is to **write what is dictated, no more and no less.**
8. After the reader reads a question, the examinee must give a response, a request to re-read, or request to defer the question to a later time.

9. At end-of-test reader/scribe is to ask if examinee would like questions and answers re-read within the allotted time limits.
10. Reader/scribe and examinee will abide by the Student Code of Conduct as outlined in the *STUDENT HANDBOOK*.
11. Monitoring by professional staff to ensure testing accommodations are being offered according to established procedures and for student accessibility will be done as needed/unannounced.
12. Unless otherwise specified by the instructor all tests will be **closed book/note tests.** All extra test materials **must** be placed at front desk of support services.
13. Any questions/concerns about reader/scribe special testing accommodations must be brought to the attention of a support services counselor.

If a scribe is to be used, the degree of completeness of dictation (as regards to spelling and punctuation) may vary with the disability-related limitations of the student. If you are dealing with students who do not write independently but could and should be held accountable for spelling, punctuation and grammar, use the "prudent man" approach in deciding when to ask for words to be spelled or when to ask for punctuation to be specified. (If a prudent man could determine that a disability is evident, this is adequate for documenting the disability.) If it appears that a new word or unusual usage has been employed, the scribe may ask for spelling or clarification. In fact, the problem may be for the student and not for the scribe. The student's decision as to when to spell something may depend on the confidence in the scribe's ability to spell words independently.

Source: Jarrow, J.E. and King, W.L., TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES. Ohio, Columbus, Association on Handicapped Student Services in Postsecondary Education, 1990.

(TJC SAMPLES)

ACCOMMODATIONS FOR HEALTH AND PHYSICAL EDUCATION CLASSES

In order to assure that reasonable special accommodations can be provided in the Health and Physical Education Center and/or in Health and Physical Education classes for the student with a physical or learning disability, the following procedure must be followed:

1. Student must meet with a counselor in the support services office to ensure that appropriate documentation is on file.
2. Student must contact his/her instructor(s) to arrange for special accommodations prior to the beginning of the semester or during the first week of classes and maintain contact throughout the semester.
3. If special staffing needs to be arranged, instructors should contact support services at least one week in advance to negotiate for modifications/ accommodations needed or to determine if financial assistance is provided by an outside agency.

ACCOMMODATIONS FOR HEALTH AND PHYSICAL EDUCATION CENTER

Students wanting to use the Health and Physical Education Center during open hours will be assisted by the HPE Center's staff on an as-needed-basis, and the following procedures must be followed:

1. Student must meet with a counselor in the support services office to ensure that appropriate documentation is on file.
2. The student will contact the building manager to arrange a meeting to discuss the needs, times and days of the week to be assisted and in which areas of the HPE Center.
3. The student will be contacted within a week, to allow notification of staff assistant.
4. Missed appointments, without 24 hour notice, may require the student to pay the worker(s).

(TJC SAMPLE)

EQUAL OPPORTUNITY COMPLIANCE

Section 504 Coordinator

The District designates the following person to coordinate its efforts to comply with the Section 504 of the Vocational Rehabilitation Act of 1973:

Contact Person: Director of Human Resources
Location: White Administrative Services Center
Address: P.O. Box 9020, Tyler, Texas 75711
Telephone: 903-510-2419

Title IX Coordinator

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Contact Person: Director of Human Resources
Location: White Administrative Services Center
Address: P.O. Box 9020, Tyler, Texas 75711
Telephone: 903-510-2419

Americans with Disabilities Act Coordinator

The District designates the following person to coordinate its efforts to comply with the Disabilities Act of 1990:

Contact Person: Director of Human Resources
Location: White Administrative Services Center
Address: P.O. Box 9020, Tyler, Texas 75711
Telephone: 903-510-2419

ADA Compliance Committee

The ADA Compliance Committee was formed in 1992 to ensure the College's compliance:

Chairperson: Vice President of Financial and Administrative Services
Location: White Administrative Services Center
Address: P.O. Box 9020, Tyler, Texas 75711
Telephone: 903-510-2520

Student Contact Person: Counselor/Director of Support Services
Location: Rogers Student Center
Address: P.O. Box 9020, Tyler, Texas 75711
Telephone: 903-510-2621

(TJC SAMPLE)

PHILOSOPHY/OBJECTIVE

Tyler Junior College welcomes the student with academic potential who has a special need as a part of the student body. This institution is committed to assisting qualified students as completely as possible within the College community. Tyler Junior College provides equal opportunities for academically qualified students with disabilities and ensures access to a wide variety of resources and programs. The passage of Section 504, Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 requires that the College make certain special arrangements for students with disabilities, such as moving classes to accessible locations when necessary, allowing use of tape recorders, sign interpreters, or other educational auxiliary aids, making special test arrangements, etc. This does not mean that less should be required of the student with a disability than of others, but only that reasonable accommodations should be made to ensure that students with a disability have access to an education. The College will make reasonable accommodations for qualified students with a diagnosed physical and/or learning disability who have been admitted to the College and request accommodations.

The support services office serves as a liaison for students with disabilities. The program provides reasonable accommodations and assistance to the academically qualified student who has a physical/learning disability which substantially limits one or more of his/her life activities. All students are expected to abide by the **Student Code of Conduct** as outlined in the *STUDENT HANDBOOK.*

The following list of services may be available:

- Classroom note takers
- Peer, professional and computer tutoring
- Study skills training
- Interpreters
- Readers/scribes
- Media aids
- Handicapped parking
- Special arrangements for taking tests (prior notice is necessary)
- Specialized and modified equipment
- Wheelchair access
- Pre-admission guidance and assistance with registration

- Specialized counseling
- Career planning
- Liaison and advocacy to faculty, staff and administration
- Referral for diagnostic evaluation and community resources
- Other services are available on an individual basis

Support Agencies: Texas Rehabilitation Commission
Texas Commission for the Blind

(TJC SAMPLE)

ACADEMIC SUPPORT SERVICES

Pre-Admissions Guidance

Prospective students with disabilities are encouraged to arrange a visit to the campus prior to admission in order to become acquainted with the facilities and services offered at Tyler Junior College campus which will enable them to fully participate in regular classroom instruction.

The College will make reasonable accommodations for qualified students with a diagnosed physical and/or learning disability who apply for admission. It is the responsibility of the student to be aware of the guidelines, procedures and policies outlined in the official *COLLEGE CATALOG* and *STUDENT HANDBOOK*. This *HANDBOOK FOR STUDENTS WITH DISABILITIES* is mainly to inform the student of the accommodations available at Tyler Junior College.

Assistance with Registration Process

The student should make the support services office aware of his/her needs and request the assistance needed. Notification before the beginning of any semester is necessary for adequate scheduling of services. Any type of reasonable accommodation or assistance to increase success will be provided if at all possible.

If reasonable accommodation in registration procedure or instructional environment is requested, the student must obtain a **Request for Accommodations Form (RAF)** from the support services office and have an interview with a support services counselor. Current medical and/or psychological documentation which verifies their disability will be required with the **RAF**.

The deadline for applying for assistance with the support services office is normally four weeks prior to the beginning of the initial semester or enrollment, in order to allow time to provide adequate coordination of services. The deadline for applying for subsequent continuous semesters of enrollment is two weeks prior to the beginning of regular college registration for that semester.

Counseling

Students may receive academic and personal counseling from professional counselors and staff at Tyler Junior College.

Liaison and Advocacy to Faculty, Staff and Administration

Students with disabilities may request that instructor/staff be informed of accommodations which may be provided in the classroom or to assist instruction. A confidential form, **The Faculty and Staff Advisement Form**, will be prepared by support services, and the student will be able to take the form to his/her instructor/staff during the first week of classes.

An **RAF** must be completed prior to the beginning of each semester, in the support services office, if accommodations are needed due to a physical or learning disability.

Appropriate documentation of physical or psycho/educational evaluation or Rehabilitation Agency referral that clearly documents the disability and supports the need for accommodations must be submitted before any accommodations can be arranged. Reasonable accommodation requests and documentation may be subject to review by a special needs committee.

The deadline for applying for assistance with the support services office is normally four weeks prior to the beginning of the initial semester of enrollment, to allow time to provide adequate coordination of services.

TO THE PEER TUTOR

COLLEGE IS DIFFERENT

In high school, your fellow students probably represented a fair cross section of American young people. For that reason, the pace and standards of education were geared to the average student, not to the superior one, and the work you had to do was based on what could be expected of the average student. Like many people, you may have discovered that you could get by with very little work. Or even if you did work reasonably hard, competition wasn't so stiff and you didn't have to be particularly efficient about studying.

Standards of work. Now what's the situation in college? Only about 30 per cent of students who finish high school go on to college. Though there are some exceptions, these tend to be the better high school students. Certainly many more of the superior students than the poorer ones go on to college. Now you are in a faster league. All around you are students who were honor students, or at least very good students, in high school. You might have been the valedictorian of your high school class, but there are usually dozens of valedictorians in a class of college freshman. In college, the pace and standards of education are geared to the superior group of students, not the average you knew in high school. **The kind of work you used to do to merit an A or B can now easily get marked C, D, or even F.**

Most students who go to college don't realize how much will be expected of them. Because many students don't gird themselves for a much tougher job of studying, they are disappointed and discouraged with their poor showing. This is why we believe this statement is especially useful for the high school student and the student entering college. If such a student can get a real idea of what is ahead and how to prepare for it, his changes of staying in college, liking it, and doing well will be enormously increased. You would be surprised how many students drop out of college without graduating. Many of these people are as able as those who make the grade, and in very many cases a little knowledge of the proper approach to study would have kept them in college.

On your own now. Aside from competition and standards of work, there's another big difference between high school and college. In high school, the work was pretty well laid out for you. Most of it was covered in class, and homework, which was easy for the superior students, could be done mostly in the one or two periods set aside for study. You were graded to a large extent on what you did in class and on day-to-day homework. You might have had a few term papers and long-range assignments to do on your own, but for the most part you were paced by the daily round of classes.

All this is reversed in college. You spend relatively few hours in class, and except for laboratories and quiz sections, you are not graded very heavily on your participation in class. Instead of having an hour or two of homework for five or six hours of class, you now have two or three hours of outside work for every hour of class. There are not study periods in which you have little choice but to study. Instead, there are hours between classes that you can use profitably or waste away as you choose. On the whole, you are not required to do homework day by day and have it ready for the next class. Rather, you are given some assignments, and nobody checks on whether you did them or not for a week, a month, or even a whole college term. You may have an occasional quiz or hour exam, but in most courses whether you sink or swim depends on how you do in one, two or three examinations.

What this all means is that you are suddenly thrown on your own. You are now treated like an adult who can be given some general directions and then left to figure out for himself how and when he will do what he is supposed to do. This drastically different situation requires long-range, sustained motivation and wise budgeting of time. Many college students simply aren't prepared for this.

Survival Skills for the Learning Disabled Student

The student with a learning disability must take charge of the situation as well as ask for help. The Learning Skills Program at Monterey College provides students with tips for success, such as the following:

1. Your commitment to college must be deep and genuine. It must be a high priority in your life.
2. Start early to seek career counseling so your choice will be compatible with your strengths and you can plan how to reach long range goals.
3. Use your family as a support system. Some family members are readers, typists, or sounding boards.
4. Approach professors before classes to ask about what kinds of tests are given, how many papers are required, the grading criteria, class size, number and size of texts, and extra help from teaching assistants.
5. Take fewer classes each quarter (6-9 credit hours) and balance easy classes with more difficult ones. Plan on the possibility of more years to finish.
6. Use compensatory techniques such as tape recorders, auditing classes before registration, taking a library tour, consolidating class locations, and purchasing texts in advance.

7. Deal with writing problems early as writing demands are heavy. Learn word processing on the computer.
8. Have a written summary of your diagnostic history. It is helpful for those with a knowledge of learning disabilities when advising you.
9. Organize your time–study skills classes teach this skill–and allow lots of extra study time.
10. Meet with your instructors and counselors on a weekly basis even if it is just to say hello.
11. Document your actions if there are problems with classes, instructors, etc.
12. Be prepared for disbelief and lack of awareness by professors and fellow students.

BUILDING MATH CONFIDENCE

Basic arithmetic skills are a prerequisite for any college-level math course. If your tutee has weak skills, strengthening them will help him/her meet the challenge of these courses.

Poor attendance, procrastination, and not getting help when it is needed will keep your tutee from developing skills in the sequential way that is important in math courses.

You are the first step a student needs to take in order to improve their performance in a math course.

You may have to help them overcome math anxiety.

Math anxiety is a learned response that you can overcome by improving your study habits and using relaxation techniques.

Two strategies for your tutee to try if they go blank during a math test are:

1. As soon as you receive your test, jot down formulas or rules that you will need to use but are likely to forget. If you become nervous later on and forget this information, you have only to read what you have written down.
2. Use a simple relaxation technique to calm yourself during tests.

Teach Them How to Read and Study Math Textbooks

1. Preview, or survey, before reading. In addition to surveying a chapter to note new terms of rules that are introduced, reading the summary, and looking at the exercises, review the previous assignment.
2. Learn mathematical terms. Make note cards for terms, symbols, and formulas that you don't know. Include a definition, example problem, and answer. Review these cards often retain the terms.

3. Read for explanation, problem, illustration. It is essential that you show your tutee how to work a problem and why a process works rather than have them memorizing example problems. First have them read the explanation. Next, have them follow the sample problem step by step. If they have trouble understanding it, have them reread the explanation and try again. Have them study any illustration of the process or principle until they can recall it from memory. Then have them cover up the solution to the example problem and try to work the problem on their own. Then have them check their work against the text.
4. Practice the principle or process. To get the practice they need applying new skills, always have them do all the problems at the end of a chapter even if their instructor did not assign them all. The more problems they do, the more confident they will become in their ability to do math and perform well on tests. Have them try to solve each problem without looking back at the examples in the text. If they are unable to do so, have them review the example and try again.
5. Recite and review. Recitation and review should be an essential part of your tutee's study system. When helping a tutee prepare for a test, you should have them know and understand the example problems well enough so that they can apply their skills to solving similar problems on a test. You can have them make note cards of example problems to use as study guides. Have them write the problem on one side and the solution on the back. For reviewing, have them work out the problem on scratch paper; then check their solution by looking on the back of the card.

Keep a Math Notebook

Keeping a notebook of lecture and textbook notes is a good way for your tutee to see relationships between classroom lectures and discussions and the topics covered in their textbook. Have them skip several pages between each set of lecture notes. Use these pages to take notes from chapters or to make study guides that cover the same topic.

1. Make sure they head each set of notes with the date and the topic of the lecture.
2. Have them write explanations in their own words, not just numbers, because later they might forget what the numbers stand for.
3. Have them write step-by-step instructions for all processes. Illustrate or map them.
4. Tape lecture while taking notes to fill in the gaps.
5. Use a good notebook to keep handouts and graded tests with their notes.

HOW TO TUTOR MATHEMATICS

Tutoring in mathematics is a challenge that can bring satisfaction to you and a great deal of success and relief to the people you help. Tutoring is not easy. It requires that you be patient, caring, flexible, and that you have a positive attitude. It also requires that you try to be sensitive to the needs and wishes of the students you are helping. But, it can be exciting and rewarding.

Here are five general steps that may give you some ideas about how to better help:

1. Set the climate.
2. Identify where the student is.
3. Help diagnose errors.
4. Tutoring/Teaching.
5. Tips to remember:
   a. word problems.
   b. use the book.
   c. intuition/estimation.
   d. substitution.
   e. use tests for future study.
   f. use graph paper to help align math problems while taking notes or completing assignments.

Gretchen Bersch, Associate Professor - University of Alaska Anchorage

SUGGESTIONS FOR COLLEGE STUDENTS

If you know you have a learning disability and have documentation, talk with your instructors **before the semester begins.** If you think that you may have a learning disability, but aren't sure, contact a staff member in the disabled student services office, counseling services, or learning assistance center on campus.

1. Set realistic goals and priorities for course work.
2. Be prepared to request "reasonable accommodations" in your course work so that you can learn and demonstrate your knowledge of course material. This is your right under Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of a handicap.
3. Become knowledgeable and comfortable about describing your disability so you can advocate for yourself with faculty.
4. Keep only one calendar with all relevant dates, assignments, and appointments. Do not try to keep a schedule in your head.

5. Sit toward the front of the classroom to maximize your contact and to reduce distractions.
6. Use a tape recorder during lectures. Selectively tape-record key points using the "pause" switch.
7. Listen to the tape or review your written notes as soon as possible after class to refresh your memory and to fill in any gaps.
8. Estimate how long a given class assignment will take, generally planning on two hours outside of class for every hour in class. Build in study breaks; fatigue is a big time waster.
9. If you learn better by listening to others and then discussing what you have learned, start a study group.
10. Make notes of any question you might have so that they can be answered before the next exam.
11. If you are having trouble or feel overwhelmed, talk with the professor immediately. Do not hesitate to seek help. It is critical that you linkup with campus supports before you fall behind in your work.

Source: This information in part taken from the Association on Higher Education and Disability brochure: COLLEGE STUDENTS WITH LEARNING DISABILITIES.

TO THE CLASSROOM INSTRUCTOR

TEST TAKING

Practice in reading test questions very carefully, not assuming what is not said, eliminating extraneous information, reading every foil very carefully and "psyching out the instructor," (Getting to know what kinds of questions that particular professor asks, related to content, details or main ideas, and trick questions) is probably worth at least one letter grade.

Comprehension and Critical Thinking

The following skills usually comprise comprehension at the critical thinking level:

1. making generalizations,
2. summarizing,
3. predicting outcomes,
4. examining cause and effect relationships,
5. distinguishing fact from opinion,
6. identifying different propaganda techniques,
7. comparing and contrasting,
8. determining the value of writing to the teacher,
9. authenticity of material, and
10. determining the purpose or position of the author.

The primary concept which a teacher must keep in mind is that asking several literal questions following a story is NOT TEACHING comprehension. It is TESTING comprehension. Testing, in itself, as in testing for mastery in order to plan for the next step of instruction for reteaching can be extremely useful, but should **not be misconstrued as teaching.**

Another factor to be considered in teaching comprehension is the **skill of the teacher in formulating and timing questions.** Questions asked prior to reading directs the readers' thoughts and understanding of the relative importance and relationship of ideas being read, therefore, increasing comprehension. However, these prior questions must be general or broad in nature, because if they only concern factual details, the reader may well ignore the broader and deeper relationships and simply skim for a specific fact, thereby, decreasing general comprehension. For example, the question, "Why did the family have to wait until morning to start?" is much better than, "What did the family ride in?" This pre-questioning by the instructor forms the foundation for the SQ3R (scan, question, read, recite, review) method, or the many offshoots of this strategy, which should be used at college level for comprehension. Below are some "question stems" which have been adapted from Bloom's Taxonomy. When applied to specific reading material, the resulting question will normally be at the level indicated.

Words and Examples For Use in Formulating Questions

Consciously choose the category you wish for questioning. College students should be taught to recognize these steps.

1. Literal and Informational Questioning
    a. Who
    b. What
    c. When
    d. Where
    e. How
    f. How much
    g. Describe
    h. Which
    i. Define
2. Implications and Interference
    a. Implicit in this statement is the idea that _______?
    b. What does this indicate that the author believes or assumes?
    c. What was the motive?
    d. What is the premise?
    e. To teach logic
        (1) Fact 1—She was wearing a coat.
        (2) Fact 2—Coats are worn in cold weather.
        (3) Conclusion—Weather must be cold so it is in the Winter. (What other possibilities exist?) in the far North, or high in the mountains, or person was ill or chilling, or the coat was new and she was showing it off and was too hot.
3. Fact or Opinion (remember **both may be true**)
    a. What proves that this is a fact?
    b. How do you know that this is or is not a fact?

4. Compare and Contrast
   a. Compare this idea with ______________________?
   b. How does this contrast with the feelings of __________________?
   c. This process is similar to __________________?
   d. Make a distinction between ___________ and ___________?
   e. What inconsistencies, fallacies, or consistencies appear?
   f. Which is more important, more logical, valid, appropriate, inappropriate, etc.?

Classifying and Analogies are Multiple Comparisons
   a. Air is to a bird as ____________________ is to a fish?
   b. Five is 15 as 3 is to ___________________________?
   c. Thomas Jefferson is to the Declaration of Independence as Abraham Lincoln is to the __________________?
   d. Smelting is to iron as ________is to rough diamonds?
   e. Find the error(s) in __________________________.
   f. Judge which ____________ on the basis of _____________.

5. Cause and Effect
   a. What created this situation?
   b. What was the effect of ________ and how do you know?
   c. What was the result of ________ and how do you know?

6. Prediction or Application in a New Situation
   a. Judge what the effects would be if ___________.
   b. What would or might the result be if ________?
   c. Tell how much change there would be if ______.
   d. If you did ___________ and then ___________, what do you think the results would be?

7. Summarizing and Synthesizing
   a. State a rule, formulate a theory.
   b. Summarize.
   c. State in your own words; in one sentence; in one paragraph.
   d. Write an abstract.
   e. Make another or new story; plan; design; problem using this idea. (combination of 6. and 7.)

There is a great difference among students as to how rapidly they think. If the instructor always calls on the first volunteer, the **slower thinking students will never get a chance to think the problem through** so their comprehension will not increase. Speed of response also is likely to result in a more superficial response rather than deeper more involve inference or critical thinking.

If the instructor names the person to answer the question **before the question is asked** or before allowing thinking time, the other students will usually go on temporary "vacation" and not have the advantage of repeated practice with inferencing and other critical thinking skills.

Questions involving a concept from the reading applied in a **different circumstance, or a more complex situation increases comprehension** as do questions which identify limits or a concept or special circumstances in which the concept would or would not be valid as in: "When does adding not increase the quantity?"

Terminology, vocabulary, used in asking questions and discussing concepts **should be consistent** between textbook, teacher-made materials, standardized test material and oral discussion. Use of different "languages" is sure to reduce comprehension and introduce confusion and frustration even in a situation where comprehension had actually been satisfactory.

When receiving an answer to a comprehension question, always have the pupil explain why or how he knew. Right guesses are worthless and "wrong" replies are often really correct, just unexpected or based on a different line of thinking.

If the response was really incorrect because of faulty information or lack of facts, then the student deserves to learn wherein it was unacceptable.

An uncorrected response does not increase comprehension.

Vocabulary Building

At the college level, the most critical vocabulary is the **course specific vocabulary** used in Science, Mathematics, English, etc.

If the student can be taught to keep a list of words that are unclear to him/her, these can best be taught by a tutor for that subject area.

Students usually grasp understanding much better from **some examples** (not just one) rather than from a definition. Looking them up in the dictionary seldom gives a sufficient explanation for complete understanding.

Occasionally, work done in a reading lab on the meaning of complex and compound/complex sentences is helpful, although normally, the writers of such sentences are more in need of help in sentence construction than the reader is, in reading them.

Sometimes times spent on determining the main idea (neither too broad or too narrow) is helpful, particularly when the main idea isn't specifically stated.

TEACHER TIPS: AN ALTERNATIVE TO MESSY PAPER SYNDROME:

A significant number of students have discovered that erasing words, lines, and paragraphs is viewed by teachers as honest academic labor. These students use erasing as an avoidance behavior, usually to compensate for their inability—real or imagined—to spell, write legibly, or compose intelligent thoughts in sentence form.

Those teachers who have in their possession stacks of papers not only full of erasure holes, but which also appear to have been slept on, can take heart. There is an alternative: the draw-a-line-through-the-mistake approach. It is a simple approach which does not cost the taxpayers' money: in fact, it saves money. Instruct all students they are not to erase anymore. Instead, they are to draw a single line through any error and continue with their work.

This approach produces several results. The first is that the line allows the teacher to see the mistake. This provides valuable insight into the struggles a student experiences in writing. Secondly, the student's time can be spent on getting as much information down with a minimum of interruptions. The third result is helping the student understand it is OK to make mistakes in class; that's what rough drafts are for. The last result is that when all these errors surface, they can be noted and managed by both the teacher and the student.

Stopping the constant erasing is similar to breaking a bad habit. It is best done school-wide and in "cold turkey" style. The student's initial resentment is soon lost in more productive work. Papers become neater, the writing becomes more legible, and the level of production increases.

Source: 101 WAY TO PROMOTE ACADEMIC EXCELLENCE, Minnesota Foundation to Promote Excellence and was previously published in the NEBRASKA NEWSBRIEFS, Winter, 1994.

TEACHING STUDENTS WITH LEARNING DISABILITIES

Dr. Dale Jordan in his book, DYSLEXIA IN THE CLASSROOM, has probably best phrased the five principles most necessary in teaching students with learning disabilities (dyslexia, if you prefer that term). They are:

1. Self-fulfilling prophecy. Students tend to accomplish what the teacher **really expects** them to accomplish.
2. What is most important for the student to learn? What is absolutely critical? **Start with what is critical.**

3. Students with neurological malfunctions, dyslexia, function very poorly, if at all, under pressure. Anxiety of pressure causes overloaded and stresses neural pathways to simply short out. It is a similar phenomenon to being frozen motionless with fear. Therefore, when teaching reading disabled students **relax the pressure.** Set realistic goals, **expect work to be completed,** but reduce the quantity.

4. Many dyslexic students have auditory perception problems and can not neurologically screen out competing stimuli. Auditorily, this means the voices, footsteps and pencil sharpeners. Visually, this means the colorful bulletin board, the cars passing outside the window, and other students passing nearby, as in the library.

   Therefore, the place where the student attempts to study must be as quiet and as visually calm **as is necessary** for the pupil to concentrate. Open libraries are the enigma of the learning disabled student. They must use as study carrel. Keep it simple and quiet. Often these students play music while they study. This seems like a contradiction but in reality it is used to drown out extraneous noises.

5. Because a large percent of dyslexic students have visual memory disfunctions (whole word memory problems), the use of phonics and structural analysis skills (auditory modality) will be of enormous help to them, if they do not already have these skills.

   Lastly, improved test taking strategies comprehension and critical thinking ability and increased vocabulary is a boon to **every** student, dyslexic, normal and gifted alike. Many dyslexic students will have a small vocabulary available to them because of their limited reading in years past.

SUGGESTIONS FOR FACULTY

Faculty play a critical role in helping students who may have learning disabilities by referring them to a trained specialist. Once identified, faculty can develop "academic adjustments" that will permit students with learning disabilities to fully access lecture and course materials.

1. Encourage students to make an appointment during office hours to self-disclose. Ask students who identify themselves how you, as a faculty member, can assist in facilitating course material.
2. Provide students with a detailed course syllabus. If possible, make it available before Registration week.
3. Clearly spell out expectations before course begins (e.g., grading, material to be covered, and due dates).

4. Start each lecture with an outline of material to be covered that period. At the conclusion of the class, briefly summarize key points.
5. Speak directly to students, and use gestures and natural expressions to convey further meaning.
6. Present new or technical vocabulary on the blackboard or use a student handout. Terms should be used in context to convey greater meaning.
7. Give assignments both orally and in written form to avoid confusion.
8. Announce reading assignments well in advance for students who are using taped materials. It takes an average of four weeks to get a book tape-recorded.
9. If possible, select a textbook with an accompanying study guide for optional student use.
10. Provide adequate opportunities for questions and answers, including review sessions.
11. Allow students to tape record lectures to facilitate their notetaking.
12. Provide, in advance, study questions for exams that illustrate the format, as well as the content of the test. Explain what constitutes a good answer and why.
13. If necessary, allow students with learning disabilities to demonstrate mastery of course material using alternative methods (e.g., extended time limits for testing, and exams in a separate room).
14. Permit use of simple calculators, scratch paper, pocket spellers, and dictionaries during exams (no programmable calculators!).
15. Encourage students to use campus support services (e.g., preregistration, assistance in ordering taped textbooks, alternative testing arrangements. Specialized study aids, peer support groups, diagnostic consultation, study skills, developmental skill courses, and academic tutorial assistance).

SUGGESTIONS FOR THE CLASSROOM TEACHER

Intelligent students who have unusual difficulty with language skills often perform very well in areas of verbal or experiential learning. Whenever possible, the curriculum and school work requirements need to be adapted to their unique learning abilities. The following suggestions will help students who have less talent for written language skills learn more successfully.

- Find a way for students to use their special talents
  - Completing art projects
  - Building three-dimensional models or projects
  - Demonstrating and/or discussing hobbies

- Stress Verbal Participation
  - – Reduce reading requirements
    - Provide tapes of content area textbooks
    - Do not require student to read aloud
  - – Reduce written work assignments
    - Substitute oral reports for written
    - Accept work dictated by student and written by parent or tutor
- Make directions brief and simple
  - – Give only one step at a time
  - – Ask student to repeat; make sure he/she understands
  - – Give examples; allow student to rehearse each step
  - – Encourage student to ask questions; treat each question patiently
- Teach student how to organize
  - – Break assignments into small steps
  - – Allow a "buddy" to write down assignments
  - – Help schedule long-term assignments
  - – Allow student more time to think
- Provide memory aids
  - – Post visual reminders or examples
  - – Provide matrix charts
  - – Allow student to tape record lectures and test reviews
- Grade abilities, not disabilities
  - – Grade verbal performance more than written
  - – Give credit for effort and time spent
  - – Test student orally whenever possible
- Request parents' cooperation and help
  - – Encourage parents to read student's homework to him/her
  - – Help parents structure student's study time
  - – Designate a regularly scheduled time and place
  - – Teach student how to keep up with homework
  - – Make parents aware of the need for structure in student's daily life
  - – Encourage parents to provide opportunities for student to discover and develop his/her unique talents
  - – Help parents develop a positive attitude and understanding of their child's worth

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SUGGESTIONS FOR HELPING THE STUDENT WITH A LEARNING DISABILITY

1. Give extra time for long reading assignments for the student with a reading disability.
2. Don't be afraid to discuss with the student individually what his/her limitations are, what situations are difficult, and what accommodations would be helpful on a one-to-one-basis.
3. Do not ask students with reading disabilities to read aloud in class.
4. Allowing the use of a word processor for writing assignments and/or tests may give the student a chance to better show his/her command of the information without getting bogged down in format details.
5. Course Salvaging: Let the student and the learning disability program staff know when the student is falling behind, preferably this should be done early in the term.
6. Lecture Outlines: Many special students have trouble with organizing thoughts and taking notes—also picking out relevant information. A simple lecture outline is helpful. These outlines will also assist the student when preparing for examinations—helpful to program staff when attempting to identify the study skills necessary for a specific course or for peer tutors.
7. Abstract Concepts: Difficult for regular students. A printed or taped summary of key concepts or theories would be extremely useful.
8. Oral or Written Reports: Allow students with a learning disability with writing problems to record reports; allow for editing and typing. Allow two grades: one for content and one for mechanics.
9. Study Skills: What are the pertinent study skills for the subject matter? A list of these would assist the student with a learning disability, e.g., in this course, pay particular attention to charts and graphs.
10. Reading Rate: Inform the class as to how they should approach their reading materials, e.g., this material should be skimmed, this material requires slow reading, etc.

Suggest Academic Adjustments

The following are academic adjustments which authors of journal articles have suggested could be available to students with learning disabilities in postsecondary education. No student would need all of these accommodations, but any of these accommodations might be appropriate for a given student depending on the disability, the severity, the course (content and organization), etc. Accommodation strategies for individual students should be just that ... individual!

1. Give extended deadlines for completion of class projects.
2. Allow proofreaders to correct grammar and punctuation in written assignments.
3. Allow proofreaders to indicate where mistakes are made so that the student can make corrections.
4. Allow proofreaders to reconstruct a draft.
5. Allow proofreaders to substitute higher level vocabulary in a draft.
6. Allow use of basic, four-function calculators in class.
7. Allow lighter course loads per term without loss of full-time status.
8. Allow withdrawal from a class after the last regular day for withdrawal without a failing mark for the course.
9. Give priority registration.
10. Provide academic protection to reduce anxiety caused by academic probation and dismissal policies.
11. Allow tape recording or lectures.
12. Provide copies of the instructor's lecture notes for classes actually attended.
13. Allow essay rather than multiple choice exams.
14. Provide alternatives to computer-scored answer sheets.
15. Limit the number of alternative responses on objective tests.
16. Give students extra time to complete tests.
17. Allow test answer to be dictated to a proctor.
18. Allow oral responses to essay questions.
19. Allow students to take proctored exams in a separate room.
20. Allow proctors to rephrase test questions which are not clear.
21. Allow use of basic, four-function calculator during exams.
22. Do not penalize students for misspellings.
23. Do not penalize students for incorrect punctuation.
24. Do not penalize students for use of poor grammar.
25. Give partial credit for work shown even when the final answer is not correct.

TO THE COUNSELOR

RECOGNIZING THE STUDENT WITH A LEARNING DISABILITY

Beginning in the early and mid 1980s, the California Community College Supportive Services/Enabler Programs for Disabled Students along with CAPED (California Association for Post-Secondary Education for the Disabled) and the University of Kansas worked to develop, research, and implement a comprehensive assessment tool and programs for the learning disabled population. This comprehensive package directed the use of standardized IQ and psycho-educational tests to determine whether or not a person was learning disabled. This program is recognized as a model for working with the college learning disabled population.

The students who qualify as learning disabled are not the "special ed" kids that are seen in many high school programs. This new breed of learning disabled students are the high school students who worked hard for their A's, B's and C's, yet were told by teachers that if they tried harder they would do better; the teacher recognized that the students knew the information but were not able to relate it in a standardized manner. Thomas West, in his bestselling book *IN THE MIND'S EYE*, details the "connections between creative ability, visual thinking, academic learning difficulties" and how very exceptional, typical high achievers were viewed as students and learners. This book is a resource for educators that gives significant and graphic insight for creative teaching, learning, and understanding.

Accommodations Promote Success

The procedure that is used in the Learning Skills Program at Monterey Peninsula College is to use the model program which assesses the cognitive and achievement areas. The program adds to this further assessment in the learning styles and perceptual areas. With this four-part package, they are able to give the instructor and student more information about learning and education accommodations. These students are more directed in their education efforts and are both assertive and aggressive in their quest.

After a student is assessed and is starting the program, L.S.P. professionals go over information which deals with the guidelines and responsibilities of accommodations for students with learning disabilities. An accommodation is therein described as "an aid provided to the student to assist in a specific aspect of a course in which the student's disability places him or her at a competitive disadvantage." An example would be providing a notetaker in lecture classes for a student with dysgraphia, a dysfunction in the writing process. Section 504 of the Federal

Rehabilitation Act of 1973 requires:

- Audit class before taking it
- Access to a reader
- Other's proofreading
- Having papers typed
- Early registration
- Analyze the process as well as final solution (as in math problems)
- Modified lighting conditions

The general information and suggestions mentioned here will hopefully assist students, staffs, and colleges in serving the learning disabled population. Many institutions will need to address the issues of accommodations in the future. The reasons for this are severalfold, but the main reasons for this are better medical practices and technology that assist physically disabled students' access to college.

SUPPRESSING EMOTIONS

Step 1: Gather the following materials:

a. plastic dishpan (filled half-full with lukewarm water)

b. small hand towel

c. 18 Ping-Pong balls with the following labels printed in permanent marker:

Black Labels

- Anxiety
- Sadness
- Embarrassment
- Anger
- Poor grades in school
- Feelings of panic
- Lack of confidence
- Desire to avoid tough situations
- "Don't care"attitude
- Feelings of inferiority

Red Labels

- Drugs
- Alcohol
- Anorexia
- Bulimia
- Suicide
- Depression
- Violent behavior

Step 2: Instruct the student that as you drop Ping-Pong balls into the dishpan, he is to keep the balls under the surface of the water with his hands only. Both hands may be used. As you begin dropping balls into the water, explain that struggling to keep these balls under the surface of the water is somewhat like trying to keep emotions under the surface. We are able to keep some of our emotions under control, but as they accumulate and build, it often becomes difficult to contain them. Despite our efforts to hold negative emotions down, some will invariably pop up and cause us difficulty.

Step 3: As balls are being dropped into the water, encourage the student to share any feelings or frustrations he might be experiencing.

Step 4: After all the balls have been dropped into the water and the student has completed the attempt to keep them under the surface, allow him to dry his hands. Discuss how we tend to act out our emotions, especially when they become overwhelming. Discuss how important it is to deal openly with feelings rater than trying to hold them all underneath the surface. Discuss some of the consequences of holding down emotions.

KINETIC FAMILY PORTRAIT

Step 1: Instruct the student to draw (using either pencils or crayons) a picture of him/her self doing something with family members.

Step 2: Ask the student to identify the people and explain the action in the picture.

Step 3: Using the picture as a springboard for discussion, help the student identify possible feelings of isolation or distance from family, to whom does the student feel closest and why? Most distant and why? How may the ADD have affected family relationships? Encourage the student to verbalize both positive and negative feelings about those relationships. Empathize with feelings of lingering grief over poor relationships.

Step 4: Refer the student to appropriate counseling services if signs of serious concern are observed.

SUPPORT GROUP STRATEGY

Support groups have been proven effective in helping many people cope with all types of difficulties from alcoholism to grief to learning disabilities. Organizing and implementing such a voluntary group on campus can be a powerful affective aid for interested students. Group support can help meet the emotional needs which so often get in the way of effective learning.

Step 1: Mail a flyer or invitation to the list of all identified students on campus. The invitation should announce the time and place of an informal, completely optional, opportunity to hear some of the learning strategies used by other students. It may be wise to initially downplay the disabilities issue since many people are embarrassed and reluctant to view themselves as disabled. Many have experienced the pain of being labeled in high school which resulted in a humiliating stigma. Every effort should be made to avoid a repeat of the labeling process.

Step 2: Set the stage for a relaxing atmosphere by choosing a private area with comfortable seating. Light refreshments may add to the informal mood of the occasion.

Step 3: Enlist the help of one or two assertive persons who are comfortable sharing their experiences with disabilities. Ask them to be ready to share a personal compensatory strategy for more effective learning.

Step 4: At the initial meeting, use an icebreaker to ease the tension. It may be helpful to have an expert speak **briefly** about general learning tips, then mention some of the special needs of persons with ADD or dyslexia.

Step 5: Allow the group to share experiences if they are comfortable doing so. Here is where the previously contacted "confederates" can get the discussion going. Ask members to share any compensatory techniques they have used successfully to enhance learning.

Step 6: Close by asking the group to discuss possible future meeting times and places. Informally assess whether the group is receptive to the group support concept.

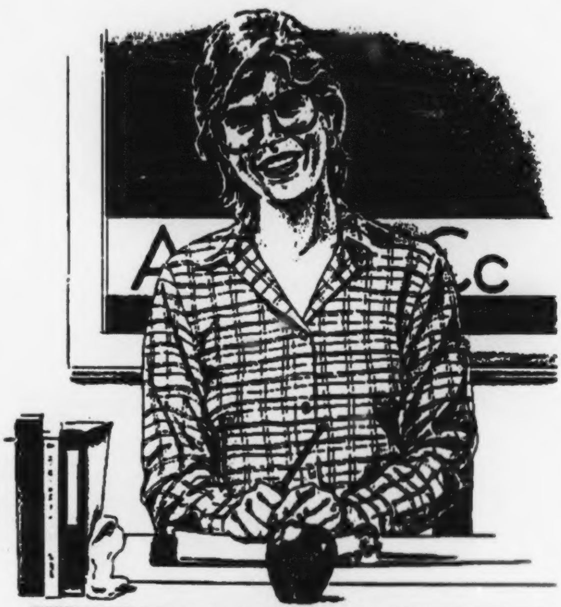
YOUR SPECIAL PLACE

Excessive anxiety is a common problem for persons with learning disabilities and attention deficit disorder. This is understandable, since academics for them have generally been fraught with failure, worry, insecurity, and sometimes fear. Embarrassment and shame may be experienced due to the difficulties which make them different from peers. Heightened anxiety can certainly exacerbate the learning problems, especially at text and project times when performance is pressured. The student can benefit from learning to consciously relax, lower arousal, and use imagery to reduce anxiety.

Step 1: Introduce the topic by discussing events which generally cause anxiety. Allow the student to share experiences which have caused anxiety for him in the past. What were some of the physical sensations? Emotional aspects? How has anxiety hurt performance? What strategies, if any, has the student used to cope?

Step 2: Explain that the audio tape "Your Special Place" is an exercise to learn how to lower harmful anxiety. Let the student know that the exercise may be difficult at first, but ask him to try it several times before discarding the idea. Allow him to try the exercise in private or checked out to use at home.

Step 3: Follow up by getting feedback from the student. Explain that the strategy can be shortened, modified, or used at any time without hearing the tape once the technique is learned and practiced. By mentally practicing a brief form of progressive muscle relaxation, the student can effectively lower arousal whenever anxiety threatens performance and self-esteem.



Source: McKay, M. and Fanning, P. (1987). SELF-ESTEEM Oakland, CA: New Harbinger

ABOUT OUR COMMITTEE

EXTERNAL MEMBERS

Dr. Jerry Austin ... is an Educational Consultant associated with Dr. Lloyd Mercer, a pediatric and adolescent neurologist. She provides assessment and treatment for children and students with learning, developmental, or behavior disorders in Dr. Mercer's office. Dr. Austin has a Doctorate of Philosophy Degree in Special Education from the University of North Texas and she has more than thirty years experience in her field including positions of Elementary Education Teacher, Special Education Teacher (for Self Contained and Resource Classrooms), a Special Education Diagnostician, and Lecturer for The University of Texas at Tyler and the University of North Texas in Denton. Dr. Austin is also a parent/teacher educator and a frequent speaker for parent and teacher groups in the Tyler area.

Suzanne Brians, EdS ... is a Senior Lecturer in the Department of Special Services, School of Education and Psychology, University of Texas at Tyler, where she teaches courses in reading education. She is also a licensed professional counselor with a part-time private practice specializing in the diagnosis and treatment of attention deficit disorder. She received her master's and specialist degrees from the University of Southwestern Louisiana and a master's in clinical psychology from the University of Texas at Tyler. She has presented numerous workshops on attention deficit disorder in Texas and served on the State Legislative Advisory Committee for ADD in 1989. She serves as leader of the Tyler ADD Parent Support Group. On the national level, she serves on the Adult ADD subcommittee of ADDA.

Thomas C. Hoy ... is FIPSE Counselor at San Antonio College, where he is also Coordinator of the Institution-Wide Drug Prevention Program, and has been Counselor/Coordinator of Disabled Student Services and a Special Services Counselor. Mr. Hoy has also served as the Director of Developmental Studies and as Counselor/Coordinator of Special Services at St. Phillip's College. He has a Bachelor's and a Master's degree in Social Work, as well as a Master's in Counseling Psychology, and is now completing a Doctorate in Higher Education. He has over twenty years of experience in the field of devlopmental and learning disability education and he has presented throughout Texas on the topic "Personnel Development for Staff Delivering Special Population Services" and has published and presented on other related topics.

Cindy Phillips ... is currently the Kilgore College Adult Resource Center Manager responsible for coordinating and directing all activities to assist special populations. This includes individuals with handicaps, educationally and economically disadvantaged, and individuals with limited English proficiency. She also works with individuals who participate in programs designed to eliminate sex bias, and individuals enrolled in Occupational Education programs relating to peer-tutoring, career assessment, basic skills instruction, textbook lending, and job readiness training. She administers the STAR (Skills Training and Adult Re-Entry) program, by serving as project director and instructor. Phillips wrote the 1994-95 STAR application funded through a Carl Perkins federal grant. She received a B.A. degree in Media Communications from Louisiana College in Pineville, Louisiana. Phillips worked on a Master's degree in education at Northwestern University, Fort Polk Extension in Leesville, Louisiana.

Rhonda Rapp ... earned a B.S. from Oklahoma State University in Psychology and Sociology. a M. Ed. in Counseling Psychology and post-master's certification in Psychometry/Prescriptive Teaching from Central State University in Oklahoma. She is currently working on her doctorate in Human Resource Development with specializations in program development and learning disabilities at Texas A&M, College Station, and is also Co-Executive Director, the Association on Higher Education and Disability in Texas. Rapp is the Learning Disabilities Specialist for St. Philip's College in San Antonio. As the LD Specialist, she administers and interprets psycho-educational batteries, provides counseling for students and faculty, co-chairs the crises management team, assists faculty/staff with implementing accommodations for students, creates/presents in-service training, teaches compensatory skills to LD students, creates/presents public relations and recruitment information/materials, and teaches a study skills class for students with disabilities. In the last academic funding year, she co-wrote, acted as administrator, and co-presented "*Accommodations for Learning Disabled Students in the Era of ADA: A Training Program*".

Mary Lee Taylor ... since 1983, has been a faculty member of Amarillo College in the ACcess Division. The ACcess Division includes Developmental Studies in reading and study skills, the Learning Center (computer lab learning), and peer tutoring. It also includes Support Services for special population such as first time college students, ESL students, literacy students, and suspension waiver students. Her professional background at the college level is Developmental Reading Teacher and Coordinator of Accessibility Services (1993-94). Associated professional activities includes Special Interest Leader for Learning Disabled Students for College Reading and Learning Association (1988-89). Meritorious Service Award from Texas Association for Children and Adults with Learning Disabilities (1985). Past president North Plains Association for Children and Adults with Learning Disabilities (1986).

Past member of TACLD Board in 1986. Membership chairman for Texas Association of Developmental Educators (1992-93). Presently a member of Association on Higher Education and Disabled Students (AHEAD).

Mike Vinson ... is a graduate of Tyler Junior College and has completed his undergraduate degree at Midwestern State University in Wichita Falls, Texas. He completed his graduate studies at North Texas State University in Denton. For seven years he was a social worker for both the Wichita Falls State Hospital and Red River Psychiatric Hospital in Wichita Falls, as well as a combined twelve years Vocational Rehabilitation working for the Independent Development Center in Wichita Falls and the Texas Rehabilitation Commission in Vernon, Athens, and Tyler, Texas. He currently serves on the Tyler Mayor's committee for People with Disabilities as vice-chairperson, vice-chairperson for the East Texas Children's Council for Mental Health, executive committee member of the Muscular Dystrophy Association, and a member of TJC advisory committee for interpreter certification program.

Dr. Beverly Young ... holds a Ph.D. degree in Educational Psychology from the University of Iowa. She is licensed and/or certified and has experience in School Psychologist, Kindergarten, Elementary school, Special Education K-14, Administration/Supervision, Teacher Appraisal, and Irlen Screening. She has authored four books, three in the area of reading, and several research articles published by the International Reading Association, The Journal of Developmental Optometry, and the Texas Association for the Improvement of Reading and has served as a consultant for the past 27 years in the schools districts bounded by Sherman, Houston, Palestine and Sundown. She founded and was Director of the Stephen F. Austin Learning Center for the past twenty years during which time it grew from three teachers in five rooms to 180 teachers (annually) in a twenty-seven room facility.

TJC PERSONNEL

Dr. Judy Barnes ... is the Senior Reading Instructor at TJC. She has a Master's Degree in Reading, a second Master's in Educational Psychology/Special Education and a Ph.D. in School Psychology. She is a licensed psychologist in Texas. Dr. Barnes has worked with the learning disabled for 18 years in the areas as teacher, diagnostician/psychologist, and as a member of ARD/IEP committees. She developed the textbook for the LD Reading class at TJC. This class has been presented at various conferences, as part of statewide teleconference, and is one of the exemplary programs accepted by the Texas A&M TASP Clearinghouse.

Rick Diamond ... is an Instructor of English at Tyler Junior College, where he teaches Freshman Composition, Sophomore World Literature, and Creative Writing. He holds the Dorothy Fay and Jack White Chair for Teaching Excellence, is a former Faculty Senate officer and a member of TJC's Project 2001 Phase II Team. Prior to coming to TJC in 1989, Diamond taught at Trinity Valley Community College in Athens and at its extension campuses in Palestine, Terrell, and the Texas Department of Corrections facilities in Anderson County. He has also taught Reading and Creative Writing to 4th, 5th and 6th graders at St. Paul's Episcopal School. He does freelance artwork and cartooning; he designs TJC's *APACHE* magazine and wrote and drew a daily cartoon strip, "Bobby Baylor," for four years while in college. He has written and illustrated two children's picture books, as well as essays, short stories and poems. He is now at work on a college textbook on Creative Writing.

Dr. Vickie Geisel ... is the Counselor/Director of Support Services at TJC. She has a master's degree in counseling and psychology and a doctorate in higher education and counseling. She is a licensed professional counselor and has worked in student development for the last 20 years. She previously worked for Trinity Valley Community College and Texas Women's University. She has been very active on the local/state/regional level in providing programs and serving on boards which pertain to the student with special needs.

Reneé Hawkins ...TJC's Tutor/Study Skills Manager for Support Services, manages the peer tutoring program, works with students in developing their study skills through large group presentations and individual conferences, and teaches a college study skills class. She has an M.A. in Secondary and Adult Education with an emphasis on reading and study skills. She has fourteen years teaching experience at various levels of education. She has made presentations at several state, regional, and national conferences. Reneé wrote the 1994-95 "Tutor Training To Assist Occupational Students With Learning Disabilities" application funded through a Carl D. Perkins federal grant.

Jeanne Ivy... has been a Behavioral Science faculty member at TJC since 1989. She currently teaches introductory Psychology and Human Growth and Development. She has taught sociology, government, history and economics at the high school level. She earned a Master's in Clinical Child Psychology from UT Tyler in 1986. She is a licensed psychological associate who has provided counseling services to area school districts. She has experience as an associate psychologist in private practice, specializing in assessment, play therapy, and child/adolescent psychology. She is currently an active member of the professional organizations Texas Junior College Teacher's Association, Texas Association of Psychological Associates, and a charter member of the Northamerican Association of Masters in Psychology.

Donna Kachlic ... is an Outreach Counselor in Support Services at Tyler Junior College. She received a Bachelor's in Sociology from DePaul University and a Master's in Speech Communication from University of Texas at Tyler. She has fourteen years experience in academic, private and state vocational rehabilitation agencies; where she served persons with disabilities, specifically individuals who are blind and visually impaired, and is past V.P.-Programs, Tyler Human Services Association.

Dr. Mickey Slimp ... is TJC's Dean of Learning Resources, leading the distance education, professional development, multimedia, library, and instructional computing areas of the school. With an Ed.D. in Educational Communications & Technology, Slimp has an M.A. in Instructional Telecommunications and a B.A. in Humanities. He oversees TJC's educational access channel on area cable and has recently applied for a ITFS license. A current member of the Telecommunications Advisory Committee of the Texas Coordinating Board for Higher Education, D. Slimp was a charter advisory board member of the Texas STARLink teleconferences, he is now producing his third, "Teaching Strategies for Adult Students." He is also a past chair of the Texas Consortium for Educational Telecommunications (1991-1992) and the Forest Trails Library Consortium of East Texas (1992-93). Nationally, Dr. Slimp is 1995-96 chair of the Instructional Telecommunications Council for community colleges and acts as a Council representative on the Community College Satellite Network's governing commission.

Adriana Stanley ... Special Population Counselor, serving as the first contact person for all special population students identifying and assessing needs, and providing academic and personal counseling. Past director of an overseas Army Community Service Financial and Consumer Affairs program of budget development, financial planning, consumer advocacy, and public information. Also for Army Community Service, she has developed and implemented a program providing social services and personal counseling to families at risk for dysfunction. She has a Masters degree in counseling from Boston University and her undergraduate degree in psychology is from Baylor University. She is bilingual in Spanish and English and is a licensed professional counselor.

TJC STUDENTS

Stanley Haskins ... Tyler Junior College student and tutor.

Ronald LeBlanc ... Tyler Junior College student and tutor.

Rachel Redick ... Tyler Junior College student.

M. Zibeda Weigel ... Tyler Junior College student and tutor.

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Weiss, Dr. Lynn. ADULT ATTENTION DEFICIT DISORDER.[2]

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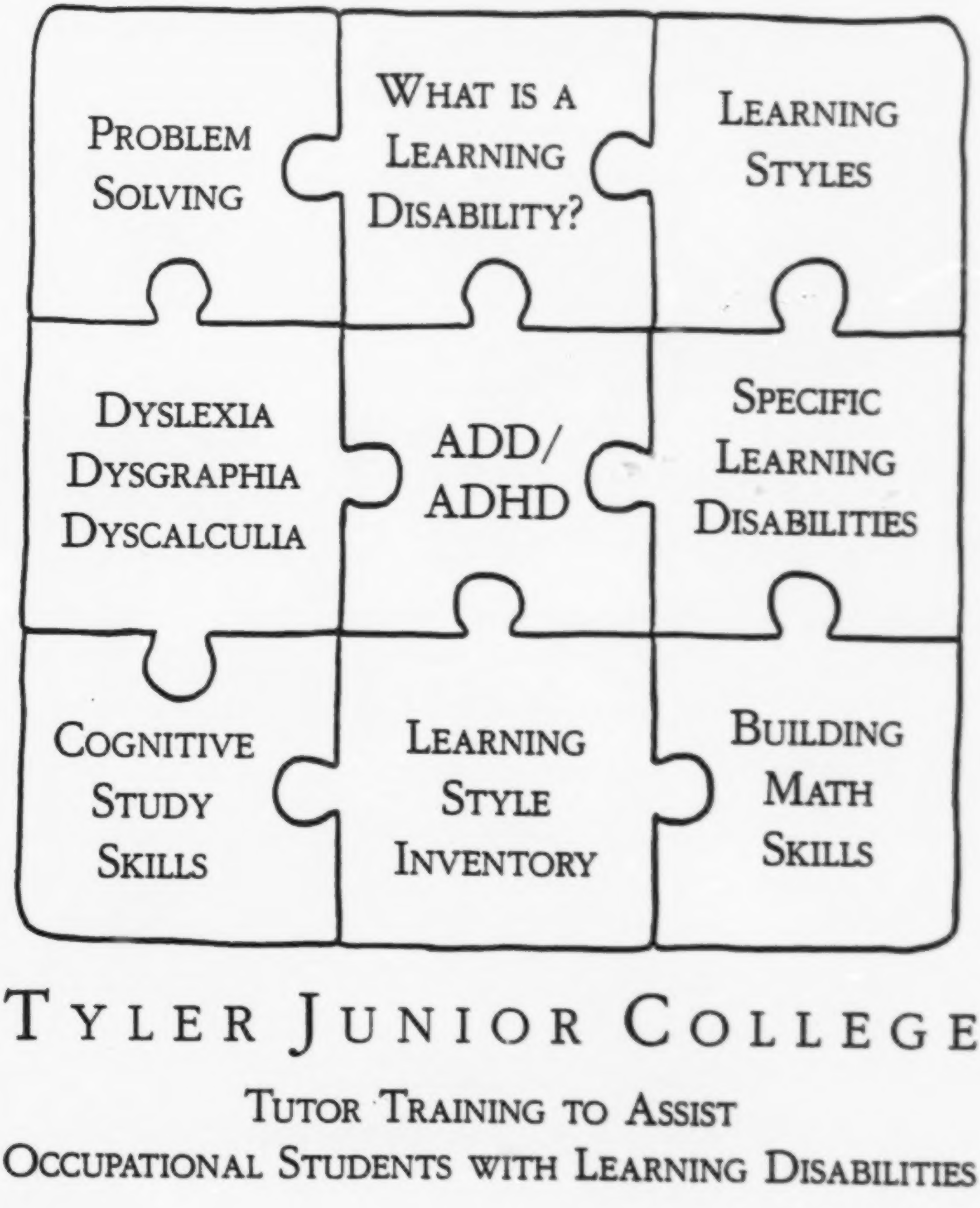
[1] Approx. 30 min., order through The ADD Warehouse 1-800-233-9273. $95

[2] To order: $38 plus shipping and handling, 1-800-386-8599, The Dr. Lynn Weiss ADD Center for Adults and Teens. Dallas, Texas 75244

PEER TUTOR WORKBOOK:

A TUTOR'S WORKSHOP


PROBLEM SOLVING
WHAT IS A LEARNING DISABILITY?
LEARNING STYLES
DYSLEXIA DYSGRAPHIA DYSCALCULIA
ADD/ ADHD
SPECIFIC LEARNING DISABILITIES
COGNITIVE STUDY SKILLS
LEARNING STYLE INVENTORY
BUILDING MATH SKILLS

TYLER JUNIOR COLLEGE

TUTOR TRAINING TO ASSIST
OCCUPATIONAL STUDENTS WITH LEARNING DISABILITIES

Tyler Junior College gives equal consideration of all applicants for admission without regard to race, creed, color, national origin, gender, age, marital status or disability.

A TUTOR'S WORKSHOP

EXERCISE 1

WHAT IS A LEARNING DISABILITY?

What are some of the things that have helped you in your college studies?

- study habits you've acquired and practiced
- goals you've accomplished along the way
- lessons you've learned
  - about college studying
  - about your own personality and routine

What are some of the things that have kept you from doing what you wanted to do in your college studies?

- difficulties with certain subjects
- transitions from high school/former schooling to college
- personal issues such as study habits, self-discipline, interactions with other students and/or friends

What is a learning disability?

What are some ways in which learning disabilities impact students?

Are all students with learning disabilities aware of their disability when they come to college?

Are you, as a peer tutor, qualified to diagnose a student's learning disability?

How can you assist in the diagnostic process?

A TUTOR'S WORKSHOP

EXERCISE 2

SPECIFIC LEARNING DISABILITIES

What are some problems with which students with dyslexia must deal?

What are some methods for helping the dyslexic student in studying?

What are some problems with which students with dysgraphia must deal?

What are some methods for helping the student with dysgraphia in studying?

What are some problems with which students with dyscalculia must deal?

What are some methods for helping the student with dyscalculi in studying?

What are some problems with which students with scotopic sensitivity must deal?

What are some methods for helping the student with scotopic sensitivity in studying?

What are some problems with which students with ADD must deal?

What are some methods for helping the student with ADD in studying?

Remember: You are not in the field of diagnosis. Do not apply blanket learning tips. Needs vary greatly among individuals, even those with the same disability. Select only the learning tip(s) appropriate for each individual student.

DYSLEXIA

CLUES	LEARNING TIPS
• Be hyperactive. • Be underactive. • Have problems writing legibly, or • Have problems writing in a straight line; • Have trouble transferring his/her thoughts into any kind of writing. • Have trouble keeping his/her place on the page. • Have visual perception problems. • Have fine motor control problems. • Have, very commonly, visual memory or auditory memory problems or both. • Omits words, deletes words, reverses or transposes letters. • Reads what they think should be there. • Strong in math; weak in reading. • Knows material they hear; can't read it. • Strong verbally. • Avoids reading. • May seem disorganized or the opposite, rigidly structured.	• Relate to new ideas to previously understood and experienced concepts. • Repeated drilling for short periods and frequently spaced. • Mnemonic devices. • Visualization. • Learning which involves more than one sensory pathways. • Use systems. • Have high expectations. • Start with what is critical. • Relax the pressure. • Good study environment. • Test taking strategies. • Build word attack skills. • Vocabulary building. • Refer for SSS screening. • Use enlarged print. • Flashcards. • Be patient. • Place bookmark under each line used as a place keeper.

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DYSGRAPHIA	
CLUES	**LEARNING TIPS**
• Patterns of mistakes. • Illegible handwriting.	• Chose one or two specific patterns in written language. • Proofread for each specific error.
• Spelling problem. • Doesn't respond easily to teaching, i.e., teach a spelling pattern they seem to know it, but they don't retain it. • Add or omits letters, reverses letters—in spelling and words when writing. • Little transfer. • May seem disorganized. • Strong in reading or math.	• Write a word as it is being said. • Trace words on sandpaper or some other rough texture. • Trace words with both hands to imprint on both hemispheres of the brain. • Mnemonic devices.
• Mechanics problem. • Avoids writing. • Problems with simple spelling words.	• A problem area could be highlighted and checked for correctness. • Yellow for commas/Yield Red for periods/Stop. • Use wordprocessor. • Try tinted paper with various colors.

Remember: You are not in the field of diagnosis. Do not apply blanket learning tips. Needs vary greatly among individuals, even those with the same disability. Select only the learning tip(s) appropriate for each individual student.

DYSCALCULIA	
CLUES	**LEARNING TIPS**
• May fail to understand mathematical principles and processes. • Numbers may have no meaning. • Word problems are a puzzle. • Algebra is abstract. • Processing problems with lower level skills. • Cannot visualize shapes. • Cannot estimate distances, judge relationships or space. • Can't comprehend logic of Algebra. • Can't retain basic math facts. • May be strong in reading or writing. • Reverses numbers; confuses similar numbers, i.e., 3 for 5. • Problems with alignment. • Poor time management.	• Have the student work several problems starting with the easiest problem first. • Have student explain what he/she is doing out loud as student solves the problem. • Do not assist the student and do not rush the student. • Make notes of what the student can and cannot do. • Wrong operation. • Errors in computation. • Defective strategy. • Random answer. • Verbalize work as problems are solved. • Modeling. • Cues can be used to indicate operational procedures. • Review weak areas. • Use flashcards. • Patiently reteach again and again basic math facts. • Color code operations. • Use concrete materials when possible. Number lines are helpful. • Enlarge problems. • Use mnemonics. • Graph paper to help with alignment.

Remember: You are not in the field of diagnosis. Do not apply blanket learning tips. Needs vary greatly among individuals, even those with the same disability. Select only the learning tip(s) appropriate for each individual student.

ADD/ADHD

CLUES	LEARNING TIPS
• Lack of organization. • Underachievement. • Procrastination. • Tenacity with tasks. • Verbal impulsivity. • Distractibility. • Search for high stimulation. • Intolerance for boredom. • Problems with self-observation. • A tendency toward addictive behavior. • Lack of time management.	• To aid in memorization of facts, use different cue terms, poems and acronyms. • Study definitions both ways because they could be presented either way on the test. • Use mental images while knowing the facts. • Read cliff notes or some summary before reading a novel to get a basic idea of what is going on. • Read bold print, highlighted information, outlines and chapter summary before reading textbook chapter to retain more information. • In addition, read any questions in the back of the book or chapter first, then read to answer the questions. • Skim for facts. • It is imperative to have a weekly/daily/monthly planner in which to write down all assignments, daily chores and appointments. • Make a daily list, prioritize and estimate the time with which it will take to complete each task. • A regular routine with minimal distractions is essential. • An assessment of one's learning styles would be helpful to ascertain the most appropriate avenue of studying. • Approaching study time in one-hour increments is helpful. • Take part in study groups if available. • Response-Delay Training (page 40 Specific Disabilities, Tutor Trainer's Manual). • Cognitive Study Skills Section.

A TUTOR'S WORKSHOP

EXERCISE 3

AFFECTIVE BEHAVIOR

In your experience, what relationships is there between emotions and success in college?

What does the term "affect" refer to?

What is an affective behavior?

Are students in control of their own success, at the mercy of their circumstances, or both? Why?

What does the term "internal locus of control" refer to?

What is the problem when a student has an external locus of control?

What are some negative "shoulds"? Why are they a problem?

In your experience, what are some time pressures college students face? Specifically, what should students with an external locus of control do to manage their time?

What can you as a tutor do to help your tutees with their affective issues?

A TUTOR'S WORKSHOP

EXERCISE 4

LEARNING STYLES

HOW TO IDENTIFY YOUR BEST LEARNING STYLES

People learn differently. Some prefer using pictures. Other like working in groups. How do you learn best?

Here are the three major factors making up your learning style.

- 3 senses-auditory, visual and kinesthetics
- 2 reasoning types-deductive and inductive
- 2 environments-intrapersonal and interpersonal

The 3 Senses

Auditory-Listening

☐ I prefer to follow verbal instructions rather than written ones.

☐ I find it comfortable to add spoken numbers mentally.

Visual-seeing, reading and visualizing

☐ I score high on tests that depend on reading comprehension.

☐ I can read formulas and understand them.

☐ I prefer maps to verbal directions when I am trying to find a place.

Kinesthetics-moving, touching, writing and doing

☐ When I write things down, it clarifies my thoughts.

☐ I have to manipulate formulas in order to understand them.

☐ I like to draw pictures.

☐ I am good at using my hands. I enjoy lab classes.

The 2 Reasoning Types

Deductive reasoning

☐ I like to look at the big picture first, then get the details.

☐ When learning a new game, I like to know all the rules before playing.

☐ In an argument, I state my premises first, then draw conclusions.

Inductive reasoning

☐ I like to see some examples when first learning a new subject, before developing an overview.

☐ I prefer to learn the rules of a new game "as we go along."

The 2 Learning Environments

Intrapersonal—working alone

☐ When solving word problems, I have to figure it out for myself.

☐ Doing school work with a group often wastes a lot of time.

Interpersonal—working with others

☐ Before making a decision, I usually discuss it with my family or friends.

☐ I like to do my homework with others.

Ideally, you want to be good with each learning style.

Your goal is to monitor your learning effectiveness and to adjust your learning styles for maximum advantage.

LEARNING STYLE PREFERENCE

Read each sentence carefully and determine if it applies to you.

3 – often applies 2 – sometimes applies 1 – never applies

I enjoy doodling and my notes contain lots of pictures.		( )	
My written work doesn't look neat to me. My papers have crossed-out words and erasures.			( )
I don't like to read directions, I'd rather start doing.	( )		
I remember something better if I write it down.		( )	
It helps to use my finger as a pointer when reading.		( )	
I learn best when I am shown how to do something and I have the opportunity to do it.	( )		
I get lost or am late if someone tells me how to get to a new place and I didn't write down the directions.		( )	
Papers with very small print or poor copies bother me.		( )	
Studying at a desk is not for me.	( )		
When trying to remember someone's telephone number, it help me if I get a picture of it in my head.		( )	
I understand how to do something if someone tells me rather than having to read the same thing to myself.		( )	
I tend to solve problems through a trial and error approach, rather than from a step-by-step method.	( )		
If I am taking a test, I can "see" the textbook page and where the answer is.		( )	
I remember things I hear, rather than things I see.		( )	
Before I follow directions, it helps me to see someone else do it first.	( )		
I listen better when I LOOK at the person talking.		( )	
Writing is tiring. I press down too hard with my pen.			( )
I am skilled in giving verbal explanations.	( )		
It's hard for me to understand a joke when someone tells me.		( )	
It's hard for me to read other people's handwriting.			( )
I think better when I have the freedom to move around.	( )		
It is better for me to get work done in a quiet place.		( )	
If I had the choice to learn new information via a lecture or a textbook, I would choose the lecture.			( )
When I can't think of a specific word, "I'll use my hand a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."	( )		
TOTAL EACH COLUMN			
	K	V	A

CLUES	LEARNING TIPS
Visual • Needs to see it to know it. • May have strong artistic ability. • Difficulty with spoken directions. • Misinterpretation of words. • Overreaction to sounds.	• Use of graphics to reinforce learning—films, slides, illustrations, diagrams, doodles. • Color coding to organize notes and possessions. • Written directions. • Use of flow charts and diagrams for notetaking. • Visualizing spelling of words or facts to be memorized.
Auditory • Prefers to get information by listening—needs to hear it to know it. • Difficulty following written directions. • Problems with writing. • Inability to read body language and facial expressions.	• Use of tapes for reading and for class lecture notes. • Learning by interviewing or by participating in discussions. • Having test questions or discussions read aloud or put on tape.
Kinesthetic • Prefers hands-on learning. • Can assemble parts without reading directions. • Difficulty sitting still. • Learns better when physical activity is involved. • May be very well coordinated and have athletic ability.	• Experiential learning (making models, doing lab work, and role playing). • Frequent breaks in study periods. • Tracing letters and words to learn spelling and remember facts. • Use of computer to reinforce learning through sense of touch. • Memorizing or drilling while walking or exercising. • Expressing abilities through dance, drama, or gymnastics.

A TUTOR'S WORKSHOP

EXERCISE 5

STUDY SKILLS

Name some of your own favorite study skills.

How did you learn these skills?

What, according to the video, are some of the skills that can help the student effectively? Preview a text's chapter.

What is meant by the term "active reading"? How is it done? What role can the tutor play in the process?

What does "SQ3R" stand for? What are some steps involved? Review some of the steps with your fellow trainees.

Why do you think flashcards might be especially helpful for students with a learning disability?

What are some ways you as a tutor can help a student with a learning disability prepare for and master a test?

What are some things a student can keep in mind when actually taking a test?

A TUTOR'S WORKSHOP

EXERCISE 6

BUILDING MATH SKILLS

What are some problems students with dyscalculia face?

Are you good in math; or do you dislike math?

How can a tutor help a student discover error patterns?

What are some of the more prevalent patterns?

Once a pattern is discovered, what can the tutor do to help the student?

What kinds of struggles do students with math difficulties have to deal with?

What are some methods for dealing with students' perceptual problems?

A TUTOR'S WORKSHOP

EXERCISE 7

PROBLEM SOLVING

In your experience, what are some problems college students face?

In your experience, what are some common mistakes college students—both traditional and returning adults—can make when dealing with problems?

What are some of the steps in problem identification?

Why is this crucial?

Once the problem is identified, what is involved in the strategy called **alternative thinking?**

What is **consequential thinking?**

Why must **decision making and planning** follow the thinking about a problem?

Evaluation of Tutor Training for Occupational Students with Learning Disabilities Seminar

	Excellent				Poor
1. How useful was the information in this seminar?	5	4	3	2	1
2. How interesting was the seminar?	5	4	3	2	1
3. What are the chances of you using these strategies in assisting students with learning disabilities?	5	4	3	2	1
4. Do you feel that this seminar would meet your training needs?	5	4	3	2	1
5. How was the quality of the video?	5	4	3	2	1
6. How helpful were the handouts and work sheets?	5	4	3	2	1

7. Comments: